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The report summarizes the activities of the transitional program at Mount Holyoke College during the summer of 1966. The precollege educational program for girls, grades 9 through 11, was structured to enhance the academic, social, and cultural expectations of disadvantaged youth and to increase their chances for a college education. The program, conducted in cooperation with independent schools and supported by private and governmental sources, included many features similar to the 1964 ABC Summer Program for boys at Darmouth College. The appendices include statistical data and sample recommendations, evaluations, and tests. (EMB)

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REPORT – 1966

ABC SUMMER PROGRAM

UD 003 664

MOUNT HOLYOKE COLLEGE
South Hadley, Massachusetts

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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1966

ABC SUMMER PROGRAM

Sponsored by

MOUNT HOLYOKE COLLEGE

Assisted by the Rockefeller Foundation and
the Office of Economic Opportunity
in cooperation with
A BETTER CHANCE
Independent Schools Talent Search

Report by Frances M. Kerr, *Director*
Anne M. Forrester, *Assistant Director*

UD 003 664

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MOUNT HOLYOKE COLLEGE

OFFICE OF THE PRESIDENT

SOUTH HADLEY, MASSACHUSETTS 01075

A significant addition to the Mount Holyoke program was made a year ago when we inaugurated on our campus the ABC program for girls. Starting with high hopes, but not a little trepidation, we found the experience so rewarding for all concerned that we are now convinced the program should be a continuing institution.

The second year ran more smoothly than the first, since many of the problems of pioneering had previously been met and solved. Nonetheless, smoothness did not mean that the venture had become routine. All the participants enjoyed again the contagious excitement of awakening powers and the visions of broader horizons which are characteristic of the ABC opportunity. Mount Holyoke is proud to be part of it, and pleased with its results.

Now, with two years' experience to support our judgment, we not only wish future success for the ABC graduates, we are confident it will be theirs.

Richard Glenn Gettell

Richard Glenn Gettell

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MOUNT HOLYOKE COLLEGE

THE SECRETARY OF THE COLLEGE

SOUTH HADLEY, MASSACHUSETTS 01075

You are about to read the story of what happened in one of the five ABC transitional programs during the summer of 1966.

I should like to say a word about the parent organization, A Better Chance/Independent Schools Talent Search on whose Board of Trustees I have been privileged to serve since relinquishing the directorship of Mount Holyoke's ABC program.

Under the leadership of Dr. Howard Jones, President of the Northfield Schools, who has served as Chairman of the Board from the beginning, and Mr. James Simmons, Executive Director, ABC/ISTS has worked tirelessly to make possible a better chance for several hundred young people who might otherwise have never been able to break out of the grip of poverty. It has mobilized the forces of independent education and explained the opportunities offered by the member schools to those whose children it is attempting to reach. It has enlisted the support of hundreds of individuals throughout the country who serve as recruiters and interpreters of the program. And ABC/ISTS has aroused the concern of foundations and corporations with the result that several ABC students are now fully supported by scholarships contributed by these sources.

None of this would have been possible, however, without the full support and total commitment of the over 100 independent schools which make up the membership of the organization. It is their headmasters, headmistresses, and Boards of Trustees who have created the places and dared to use often limited scholarship funds to launch the program. And they have dared to admit "risks," to look at potential and promise rather than test scores and present deficiencies.

The independent schools have created an opportunity not only for several hundred ABC young people, but also for thousands of youngsters already enrolled in member schools. The chance to live and learn with ABC boys and girls cannot help but enrich their educational experience. Indeed, in the long run this may prove to be an equally important result of the program.

The hope and promise of the impact of ABC/ISTS lies in its ability to continue to serve as the catalytic agent for all of us who believe in education as a liberating force and who also believe that independent institutions at both the secondary and college levels have a contribution to make as well as an obligation to fulfill in the education of the disadvantaged.

Mary E. Tuttle

Mary E. Tuttle

FACULTY AND STAFF

ABC Responsibility	Name	Previous Academic Year
Director	Mrs. Oliver W. Kerr	Instructor in Psychology and Education; Teacher, Gorse Child Study Center (first semester); Director, ABC Program (second semester) Mount Holyoke College
Assistant Director	Miss Anne M. Forrester	Teacher of History and Anthropology Northfield School East Northfield, Massachusetts
Secretary	Mrs. Roland L. Roberts	Secretary, ABC Program Mount Holyoke College
Medical Director	Geraldine W. S. Shirley, M.D.	College Physician Mount Holyoke College
Research Technician	Miss Laraine Masters	Graduate Student University of Illinois Urbana, Illinois
English Coordinator	Mr. Russell Mead	Head of English Department Concord Academy Concord, Massachusetts
English Instructors	Miss Mary Nash Cox	Head of Department of English The Baldwin School Bryn Mawr, Pennsylvania
	Mrs. Emily Deans Erickson	Head of Department of English for the Upper School The Pine Cobble School, Inc. Williamstown, Massachusetts
	Miss Judith R. Waugh	English Teacher Crispus Attucks High School Indianapolis, Indiana
Reading Instructors	Mr. Arthur L. France	English Teacher Scarsdale High School Scarsdale, New York
	Mr. Andreas P. Lehner	Graduate Student Harvard University, School of Education Cambridge, Massachusetts

ABC Responsibility	Name	Previous Academic Year
Mathematics Coordinator	Mrs. Dis Maly	Head of Department of Mathematics Emma Willard School Troy, New York
Mathematics Instructors	Miss Clementine F. Brown	Instructor in Mathematics District of Columbia Teachers College Washington, D.C.
	Mr. Frederick P. Haller	Chairman of Department of Mathematics The Grier School Tyrone, Pennsylvania
	Miss Adeline B. Scovil	Head of Mathematics Department Miss Hall's School Pittsfield, Massachusetts
Physical Education Instructors	Miss Agnes S. Bixler	Instructor in Physical Education Vassar College Poughkeepsie, New York
	Miss S. Kay Isaly	Instructor in Physical Education Mount Holyoke College
Pianist	Rebecca L. Perkins	Class of 1966 South Hadley High School
Volunteer for Art	Mary Ann Unger	Class of 1967 Mount Holyoke College
Volunteer for Music	Mrs. Richard S. Robin	Music Therapist
Clerical Assistant	Muriel T. Harris	Class of 1969 Mount Holyoke College
Staff Assistants	Cheryline Lewis	Class of 1968 Abbot Academy Andover, Massachusetts
	Bettie L. Manuel	Class of 1968 Commonwealth School Boston, Massachusetts

ABC Responsibility	Name	Previous Academic Year	
		Class	Major
Resident Tutors			
	Mary Ellen Benson	1967	Religion
	Margaret L. Coffman	1968	English
	Priscilla L. Dawes	1967	Philosophy
	Linda C. Graham	1968	Chemistry
	Karla E. M. Haartz	1967	Sociology
	J. Marinda Harpole	1968	Political Science
	Nancy A. Huttemeyer	1968	English
	Barbara Ford Jones	1967	English
	Joanna J. MacWilliams	1967	Music
	Nancy D. Quad	1968	Religion

MEMBER SCHOOLS

*Abbot Academy
Andover, Massachusetts

Avon Old Farms
Avon, Connecticut

*The Baldwin School
Bryn Mawr, Pennsylvania

*The Barlow School
Amenia, New York

Beaver Country Day School
Chestnut Hill, Massachusetts

Berkshire School
Sheffield, Massachusetts

Birch Wathen School
New York, New York

Brooks School
North Andover, Massachusetts

*The Cambridge School of Weston
Weston, Massachusetts

Cate School
Carpinteria, California

The Cheshire Academy
Cheshire, Connecticut

The Choate School
Wallingford, Connecticut

The Collegiate School
New York, New York

Colorado Academy
Englewood, Colorado

*Colorado Rocky Mountain School
Carbondale, Colorado

*Commonwealth School
Boston, Massachusetts

*Concord Academy
Concord, Massachusetts

Cranbrook School
Bloomfield Hills, Michigan

Cranwell School
Lenox, Massachusetts

Culver Military Academy
Culver, Indiana

*Cushing Academy
Ashburnham, Massachusetts

*Dana Hall School
Wellesley, Massachusetts

Darrow School
New Lebanon, New York

Deerfield Academy
Deerfield, Massachusetts

DeVeaux School
Niagara Falls, New York

*Emma Willard School
Troy, New York

*George School
Bucks County, Pennsylvania

Governor Dummer Academy
South Byfield, Massachusetts

Groton School
Groton, Massachusetts

The Gunnery
Washington, Connecticut

Hackley School
Tarrytown, New York

*Miss Hall's School
Pittsfield, Massachusetts

Hebron Academy
Hebron, Maine

The Hill School
Pottstown, Pennsylvania

*The Hinckley School
Hinckley, Maine

Holderness School
Plymouth, New Hampshire

The Hotchkiss School
Lakeville, Connecticut

Howard School for Girls
West Bridgewater, Massachusetts

The Hun School of Princeton
Princeton, New Jersey

Kent School for Boys
Kent, Connecticut

*Kent School for Girls
Kent, Connecticut

Kimball Union Academy
Meriden, New Hampshire

Kiskiminetas Springs School
Saltsburg, Pennsylvania

Lake Forest Academy
Lake Forest, Illinois

The Lawrenceville School
Lawrenceville, New Jersey

Lenox School
Lenox, Massachusetts

The Loomis School
Windsor, Connecticut

*MacDuffie School for Girls
Springfield, Massachusetts

*The Masters School
Dobbs Ferry, New York

Maumee Valley Country Day School
Maumee, Ohio

The Mercersburg Academy
Mercersburg, Pennsylvania

Middlesex School
Concord, Massachusetts

Millbrook School
Millbrook, New York

Milton Academy
Milton, Massachusetts

*Milton Academy Girls' School
Milton, Massachusetts

*The Mountain School
Vershire Center, Vermont

Mount Hermon School
Mount Hermon, Massachusetts

The New Hampton School
New Hampton, New Hampshire

Noble and Greenough School
Dedham, Massachusetts

*Northampton School for Girls
Northampton, Massachusetts

*Northfield School
East Northfield, Massachusetts

*Oakwood School
Poughkeepsie, New York

The Peddie School
Hightstown, New Jersey

Phillips Academy
Andover, Massachusetts

The Phillips Exeter Academy
Exeter, New Hampshire

Pomfret School
Pomfret, Connecticut

Portsmouth Priory School
Portsmouth, Rhode Island

*The Putney School
Putney, Vermont

Riverdale Country School
Bronx, New York

St. Andrew's School
Middletown, Delaware

St. George's School
Newport, Rhode Island

Saint Mark's School
Southborough, Massachusetts

*Saint Mary's-in-the-Mountains
Littleton, New Hampshire

*Saint Mary's School
Peekskill, New York

St. Paul's School
Concord, New Hampshire

Salisbury School
Salisbury, Connecticut

Shattuck School
Faribault, Minnesota

*The Shipley School
Bryn Mawr, Pennsylvania

*Solebury School
New Hope, Pennsylvania

South Kent School
South Kent, Connecticut

Sterling School
Craftsbury Common, Vermont

Robert Louis Stevenson School
Pebble Beach, California

The Storm King School
Cornwall-on-Hudson, New York

Suffield Academy
Suffield, Connecticut

Tabor Academy
Marion, Massachusetts

The Taft School
Watertown, Connecticut

Tilton School
Tilton, New Hampshire

*Verde Valley School
Sedona, Arizona

Vermont Academy
Saxtons River, Vermont

*Walnut Hill School
Natick, Massachusetts

*The Waynflete School
Portland, Maine

Western Reserve Academy
Hudson, Ohio

Westminster School
Simsbury, Connecticut

*Westover School
Middlebury, Connecticut

Westtown School
Westtown, Pennsylvania

The Whiteman School
Steamboat Springs, Colorado

Wilbraham Academy
Wilbraham, Massachusetts

*Windsor Mountain School
Lenox, Massachusetts

*Woodstock Country School
South Woodstock, Vermont

Wooster School
Danbury, Connecticut

Worcester Academy
Worcester, Massachusetts

*Wyoming Seminary
Kingston, Pennsylvania

*Independent schools which have admitted one or more ABC girls

FOREWORD

To enhance the quality of education for highly motivated ninth, tenth, and eleventh grade girls from disadvantaged circumstances and to substantially increase the possibility of a college education for them, Mount Holyoke College, in 1965, entered into an association with A Better Chance/Independent Schools Talent Search (ABC/ISTS) to sponsor the first ABC Summer Program for girls. Like the ABC Summer Program for boys conducted by Dartmouth College during the preceding summer, the Mount Holyoke program was designed to give girls selected through ABC/ISTS "a better chance" to succeed at independent school. Specifically, our aim was to involve our students in a program structured to prepare them to cope with the academic, social, and cultural expectations of an independent school and thus to assist them in accomplishing a successful transition from their own public schools and home and community settings. The program was financed by the Rockefeller Foundation, the Office of Economic Opportunity, and Mount Holyoke College.

A description of the organization and activities of the first summer program is recorded in detail in the 1965 Mount Holyoke College ABC Report by Mary E. Tuttle and Betty A. Mitman. They state that of 70 girls who entered the 1965 program, 66 received the recommendation of the faculty and 63 went on to enroll in 25 independent schools in the fall.

We have followed the progress of this group of girls with interest and find their record during the first year to be a source of pride to the schools and indeed to the students and their families. For most of the girls, independent school has provided an exciting and demanding new academic and social challenge and most have responded to it courageously and with optimistic self-confidence. Through involvement in campus activities ABC girls are contributing effectively and significantly to the tenor of school life and wherever the opportunity is present are working with student groups engaged in social service projects in the community.

The overall scholastic record of the 1965 group is highly commendable. Although several students were faced with the problem of receiving a failing grade (no student failed more than one subject), some who were classified as risks by the faculty at the end of the summer program earned better than average grades. Others experienced the satisfaction of achieving a place on their school's honor roll. A summary of final grades received for 62 students completing the year shows that in 278 courses taken students earned 20 A's, 115 B's, 114 C's, 22 D's, and 7 F's.

Attrition in the 1965 group held at 4 students. The reasons for the loss of these students are varied and have a place in a report such as this because they are illustrative of the kinds of problems students moving into an essentially different culture are apt to encounter.

A white student whose personal history, family background, and poor adjustment to the regime of the summer program led the faculty not to recommend her for independent school, but who ultimately received a compassionate acceptance from the school, withdrew before completing the school year. Reacting to her own feelings of insecurity and low self-esteem, she maintained that she was too different ever to gain the full acceptance of her peer group.

A Negro girl troubled by the great distance separating her from home and family and threatened by a poor academic performance throughout the 1965-1966 school year elected this fall to return to her old high school where she had earned much better grades.

An American Indian girl who earned above average grades in a highly competitive school but who encountered many frustrating personal problems because of an unwillingness to accept fundamental cultural differences inherent in the regimen and discipline imposed by the school did not return this fall. She chose to remain at home to continue her education there. Despite her inability to adjust, and thus to survive at independent school, chances that she will complete her high school education and secure a college education remain favorable.

A most regrettable loss involved our one student from the Appalachian region. Highly motivated to overcome poor elementary school preparation, she read voraciously and made steady progress in all subjects to more than hold her own in her independent school. During the summer, however, due to the long and persistent paternal demands and consistent with the mores of mountain culture, she entered an early marriage.

The small group of educators who met and organized to identify and enroll promising students from minority groups could not have envisioned the impact this effort would exert upon other programs and upon future plans involving youths growing up under conditions of poverty and cultural deprivation; nor could they have predicted the physical growth or the philosophical expansion that would occur in three short years.

Today, thousands of boys and girls are enrolled in pre-college enrichment programs sponsored by private institutions and government enabling them to develop the full measure of their potential and placing them in positions from which a college education can indeed become a reality.

In addition to the scholarships provided by the independent schools in 1965, the Office of Economic Opportunity (OEO) provided a grant to sponsor 100 students in independent schools. In 1966 OEO increased its commitment to ABC/ISTS through an additional grant to sponsor 300 new students. To accommodate the increased number of students three new ABC Summer Programs were added. This summer Carleton College sponsored a coeducational program and Duke University and Williams College, in cooperation with the Darrow School, held programs for boys. The number of students participating in ABC Summer Programs increased from 55 in 1964 to 375 in 1966 and in three years the number of participating schools from 13 to 102. The following list will show the distribution of students in ABC Summer Programs:

Carleton College	81
Dartmouth College	82
Duke University	80
Mount Holyoke College	72
Williams-Darrow	60
	375

Of 375 students enrolled in ABC Programs this summer there were 8 voluntary withdrawals and 15 who were not granted final acceptance by the schools; hence 352 were placed in independent schools this fall. When 75 ABC/ISTS students who entered schools without the benefit of the summer program are included, the total number of ABC/ISTS students (427) who entered independent schools in 1966 is even more impressive.

SELECTION OF STUDENTS

The primary responsibility for the recruitment of ABC students rests with the Director of the Independent Schools Talent Search, Mr. James E. Simmons, and his staff of associate directors. However, because of the great increase in the number of available scholarships and the accompanying expansion of the geographical reach of the program, greater responsibility for the actual identification and referral of students to ABC/ISTS as well as for the interpretation of the mechanics and goals to the community has been assumed by resource persons.

Resource persons are usually professional people: principals, guidance counselors, classroom teachers, ministers, social workers, boys' or girls' club directors, and others whose position in the community brings them into contact with groups of children from poor families and who will render judgments that are sensitive, rational, and mature. The directors of ABC/ISTS coordinate the activities of the resource persons, keeping them informed as to major developments in the program and familiar with current operational procedures.

A result of the infusion of Office of Economic Opportunity funds has been a shifting of emphasis in favor of the seriously disadvantaged student who, in spite of the circumstances of his or her environment, continues to be positively motivated toward securing an education and is interested in getting ahead. Thus the directors of ABC/ISTS and resource persons endeavor to find two types of students:

1. the intellectually promising student who because of insufficient support, moral and financial, would not hope to achieve a college education.
2. the student who clearly with an enriched educational experience would qualify for the country's most competitive colleges and universities.

All applications are processed and evaluated by the directors of ABC/ISTS but the participating schools themselves select from groups of applications made available to them by ABC/ISTS the students to whom they wish to extend scholarships. The schools decide also whether or not the students need to attend an ABC Summer Program. A few students are admitted without the benefit of an ABC summer but because of the proven value of these programs, this is happening in relatively fewer cases each year. In 1966, as in 1965, our program was designed for 70 students. However, replacements for two students who withdrew during the first ten days boosted the total number of girls enrolled during the summer to 72.

The 72 girls who participated in the Mount Holyoke ABC Summer Program this year were among 800 promising girls who competed for 100 scholarships offered by coeducational and girls' schools. This group of girls representing 19 states and the District of Columbia came from as far west as California and as far south as Louisiana.

Ethnically the group was distributed as follows:

Negro	57
Caucasian	7
Puerto Rican	5
Chinese	2
American Indian	1
	72

Forty-one students were from families in which both parents were residing in the home; twenty-seven came from homes in which there was only one parent; and of four students who were residing with persons other than their parents two were orphaned. In spite of the considerable degree of family disruption suggested by these figures there were few girls who had not established a secure relationship with a relative--mother, father, or grandmother; and since they had learned to trust, it was not difficult for them to transfer these feelings to us. Teachers were continually surprised at the extent to which these young girls were willing to reveal their feelings through their English composition as well as in their interpersonal relations.

The average number of siblings in the 72 families was 3 with a range of 0-12. The average family income was less than $4,000 per year.

QUALIFICATIONS AND DUTIES OF FACULTY AND STAFF

Faculty

If our first year of experience taught us anything it was that to a considerable extent the benefits derived by our students from the summer transitional program would be influenced by the personalities and individual competencies of the members of the faculty. In completing the faculty for 1966 we assembled an outstanding group of able, experienced, and intellectually active teachers.

Mrs. Dis Maly and Russell Mead again served as coordinators for mathematics and English. In addition to these two veterans, we were fortunate in having two other teachers from the 1965 staff, Miss Adeline B. Scovil, a mathematics teacher, and Miss Kay Isaly, our swimming instructor. The presence of these four teachers gave continuity and force to three important areas of the program. During the spring semester, each of our four veteran teachers participated as a lecturer in the orientation seminar for the Resident Tutors in spite of heavy teaching schedules at their own schools, and three of them travelled considerable distances from their places of employment to the College.

The spring planning conference permitted old and new teachers an opportunity to meet and get acquainted, to discuss curriculum content, the specific texts and supplementary materials to be used, and to discuss and plan with the Resident Tutors the role they would play in the academic aspects of the daily program.

Throughout the summer these dedicated teachers exhibited an enormous capacity for work and, by their attitudes and behavior, a humane interest in ministering to the educational, social, and psychological needs of their students. At all levels--in the classroom, conference room or study hall, in the dining room or social hour--faculty were involved. Teachers took on additional responsibilities in discipline-related extracurricular activities such as the newspaper and drama and supported the Resident Tutors on weekends by providing transportation or serving as chaperones for weekend excursions.

Physician

A College doctor held regularly scheduled office hours at the Pattie J. Groves Health Center and served as full-time physician for ABC students and other program personnel. In addition to examining each student upon arrival, she was responsible for securing dental and eye care for students in need of them. Her medical report appears in a section of this report to support our belief in the necessity of providing day-to-day and emergency services in a residential program for adolescent girls.

Resident Tutors

For many girls from disadvantaged environments where academic and social expectancies differ vastly from those likely to prevail in most independent schools and where opportunities for identification with successful college students may be few or lacking altogether, the Resident Tutor in a summer ABC Program may well represent the difference between success and failure. Indeed, the ABC experience for each girl is intrinsically enriched by her relationship and daily interactions with the talented and vigorous undergraduates upon whom we depend primarily for the implementation of the non-academic aspect of the program.

Our Resident Tutors began the summer well-prepared for the job ahead. They participated in the weekly orientation seminar in which members of the ABC and Mount Holyoke College faculties served as discussion leaders or lecturers on topics to be covered during the summer and reviewed texts and supplementary materials to be used for English and mathematics. Since most of the Resident Tutors had attended public secondary schools, visits to independent schools to help them become familiar with the modus vivendi of these schools were included as an essential aspect of orientation activities.

This year a clearer delineation of the responsibilities of the Resident Tutor in academic aspects of the program resulted in more effective tutor participation in these areas. Because the unique and intimate day-by-day relationships between the

Resident Tutors and the seven or eight girls in their groups could provide the tutors with insights not readily perceived by others, the faculty depended upon them to provide important feedback and significant clues so necessary in helping to determine the specific nature of individual student needs and problems. As study hall proctors and in small remedial tutorials tutors rendered steady support to the academic program.

In addition to these duties, Resident Tutors planned most weekend cultural activities, served as chairmen of the essential vespers and assembly committees, assisted with sports and all extracurricular activities--art, drama, music, the science club, the student council, and the newspaper. They interpreted dormitory rules and regulations and helped the girls to accept them as necessary prerequisites to harmonious group living.

As mentor, model, and friend, through their own intellectual motivations and pursuits, and by their social presence, Resident Tutors helped the students internalize important values such as punctuality, responsibility, and achievement. In a broad sense, they contributed mightily to the program's tone.

Staff Assistants

To relieve the Resident Tutors of many of the tedious chores associated with the summer's activities, we invited two ABC girls from the 1965 program to join us as Staff Assistants. These students, now enrolled in independent schools, lent worthwhile support to the smooth operation of the daily program by serving as receptionists, guides, and messengers. As important, however, are the considerable benefits derived by the girls. Between periods devoted to the completion of summer reading lists they participated in extracurricular activities, weekend excursions and cultural events.

PROGRAM

The major objectives of the program were to prepare the students to cope with the academic, social, and cultural expectations of an independent school.

Academic

In structuring the academic program we held to our earlier assumption concerning the importance of the communication skills and mathematics to the effective mastery of the other disciplines and again concentrated on the study of English and mathematics. In addition, classes in reading were taught to improve study skills and reading comprehension. Students received nine periods of instruction in English composition and literary analysis, six periods of reading instruction, and nine periods in mathematics each week.

Our search for more efficient ways of allotting and using available time led to revisions in the daily schedule. Class periods were reduced from 50 to 40 minutes to provide an extra period during the morning hours for study and tutorials. To further strengthen study hall procedures, we innovated to provide for an afternoon conference-study hall. Except for a few weak students who needed substantial teacher help and a few others who presented disciplinary problems, all were permitted evening room study. All study areas were supervised by Resident Tutors.

In response to a request from the student council, hours for evening study were changed from 7:30-9:30 p.m. to 7:15-9:15 p.m. thus allowing an additional 15 minutes for milk and crackers, tutor group conferences, and bedtime preparations.

These changes resulted in a more realistic use of teachers and tutors and helped to create a more productive study climate as well.

Curriculum reports in English, reading, and mathematics follow and are supplemented by appendices G and H.

ENGLISH COORDINATOR'S REPORT

by Russell Mead, Head of the English Department, Concord Academy

What follows is, I hope, faithful to the English curriculum, although it omits almost all that has been important this summer. As most English teachers know, if they did their jobs well, they could bring off this business of learning even if their superintendent or head of department had sent out Dick and Jane books in Russian with Chinese study guides; in other words, that in English as perhaps no other discipline, the achievement of improvement in skills, in our case reading and writing, is less the product of material than in any other field, and I have been fortunate as coordinator in having the only essential English tools: good teachers and willing pupils.

The learning process these summers has not been restricted to students, nor has it touched every student. Teachers have grown in contact with each other and the girls; and the girls similarly have changed. And some have not. One makes the generalization that through this nine-times-weekly contact with each other improvement in English has come, and it probably has; but it is not our most significant achievement, in this department or any other. That significance has come in trust and in possibility: in providing for each student often the first honest opportunity for improvement in all ways, and an environment in which she could rely on the integrity of all adults with whom she came in contact.

To have been an adult so relied upon, to have given as much as possible and have had trust result, are the rewards for all ABC teachers, and in English it has not only been a thing sensed but something written down, passed on, worried over: papers, notes, letters, confidences: all things to share.

Abstractly, I think this achievement has come because of our scheduling and teacher loads and because in two years I have been lucky enough to have teachers grateful for the opportunity really to teach, in all its fine connotations; and if the girls write better and read better, I think it is through confidence in self and in the quality of concern on the other side of the desk: trust that these papers will not be thrown out, these answers not ignored; and in this trust they are now prepared for their schools, where such concern is taken for granted.

The notes which follow will no doubt be read by others equally involved in similar programs, and comments of any kind would be welcomed at the Mount Holyoke ABC Office, so that through some sort of exchange we might all learn to do better this work which is not work but faith, in summers which are short lives fully lived.

Structure

Each student met nine times per week with her English instructor, six with the reading teacher, and a varying number with a Resident Tutor. All English sections were grouped by performance on the SSAT and on our own mechanics diagnostic test, using as well a brief opening composition. In addition, those entering eleventh grade were separated and given a separate curriculum, which is described in the appendix of this report.

Reading classes, taught by English teachers as a means of reinforcing and working with certain skills, were grouped in several programs, sectioned according to diagnostic tests. Texts and an outline of work are given in the reading report.

Class sizes varied from seven to nine students. Because of the change in schedule from the preceding year, all requests for homogeneous grouping in mathematics and English were possible.

Class periods were 40 minutes long.

Forty-five minutes of homework was assigned six times a week, in addition to the novels. Such work varied, but an attempt was made by all teachers to have students stop working in a particular subject when the time for it had ended. Students were in a supervised study hall three hours each day, with one hour more in the morning schedule of most students.

Teacher Load

Each teacher had 17 or 18 students divided into two sections, a total of 18 periods in a six day week, since each class met nine times. The one o'clock conference period four afternoons per week and evening study hall gave opportunity for a considerable amount of individual help.

Composition

Students wrote two or three times a week. Revisions were often required if the paper was given back in conference. Papers were generally not long, and teachers were asked not to mark all mistakes, but to concentrate on a limited number of error types, the limitation set by the individual student's ability to learn from correction and by the purpose of the assignment. Often mechanical and spelling errors, where they did not constitute a general weakness, were corrected and pointed out, and more elaborate correction was reserved for the particular composition goals of the program.

These goals were not of course different from those of any school, but in shifting our emphasis from the previous year we did achieve results that were apparent as early as the first examination. We began with methods of organization, making notes, and outlining ideas. Exercises to aid organized thinking are included in the appendix. These deal with methods of classification and drawing relationships. In use we discovered that students often made mistakes in outlining or arranging sequences because they had not understood the material they had been asked to read; they responded well to these exercises as much for the new material learned, then, as the techniques of organization.

Subordination and use of transitions were our other goals, and we tried to limit our exposition of composition techniques to these areas to avoid confusing the students with too many terms and responsibilities.

Sentence structure, language fluency, and diction were dealt with as part of oral expression, or as a function of language recognition in literature, rather than by rules. Students who seemed severely handicapped in any of these areas were placed in special tutorial sections, described later. Most of our girls were weak in the use of standard English, as would be expected, so that we felt we could not treat these as specific ailments but as part of the central language deprivation.

Although students encountered grammar in some reading sections, there was no grammar text or handbook used this summer. We felt that girls had little time to do extensive text reading on their own and that in a program of our size we ought to explain mistakes individually and suggest methods of improvement, or to place especially weak girls in the tutorial sections where the rule violated could be remedied through exercises and repetition.

We began composition by asking for a sketch of a real or fictional character and used that piece to introduce the methods any author may use to characterize, the recognition of which was part of the two analytic tools we wanted girls to be able to use, the other being point of view. Each girl was also required to read her paper aloud to her resident tutor, who was then established as someone with the ability and desire to help in that central area of weakness: the ear of the student for speech patterns and its training to differentiate between acceptable and substandard expressions.

Students were asked to write in a style familiar to their way of thinking and speaking, not what they thought the teacher would like, and we tried to establish early an open atmosphere for the correction of spoken mistakes. I feel rather strongly that real improvement in the composition work of the disadvantaged student is only attained after the student's natural language has been used and examined by her and its particular weaknesses specifically pointed out. To do this, of course, requires great trust between student and teacher, and willingness on the part of the student to expose herself in order to improve, a willingness the ABC girls had already demonstrated in coming to Mount Holyoke.

In increasing language awareness, reading teachers built early interest in dialects and slang, getting students to compare special words of their home environments, eliminating the idea students had brought with them that in English class they were to attempt to speak "good English," that they would be judged severely by teachers for mistakes, and by their peers in their school. We tried to establish that the best English was, among other things, the use of words and structure which could be understood by one's listeners, so that the language with which they were comfortable was a useful and respectable one, and that the program's English classes represented but a different, and more widely used, dialect.

Many writing assignments in class began with questions or imitations, but the most effective stimulant came from consideration of the photographs in the collection, The Family of Man, which each student received. Its format, variety, and size made it more useful than last year's Stop, Look, and Write. A sample exercise sheet is included in the appendix.

Early and late compositions are included with each student's evaluation. Although they may show great improvement, it would be absurd to credit the program for this gain. In many instances students did poorly to begin because they had never before been asked for these kinds of written responses, and most gains shown result from their quick learning.

Examinations

Students took three examinations under varying conditions in order to gain practice, to be forced to focus on an idea for a prolonged period of time, and to identify for the school those whose performance was appreciably different under examination conditions. At present 20 to 30 minutes is the maximum time most of the girls can focus on an idea in writing.

Our first examination, one hour, was given in a regular classroom; the second, of 90 minutes, in a large lecture hall; and the third, two hours, again in the classroom with teachers proctoring and observing their own students.

The level of achievement in each of these was markedly better than that of the preceding year, reflecting changes in median abilities and in the earlier introduction of techniques of organization.

Each essay on an examination was read and graded by the three English teachers who did not have the student in class; her subsequent rank among program students was an average of these scores and helped us determine correlations between earlier SSAT and diagnostic testing and performance in subject material. It was also a good assurance of uniform reports by teachers at the end of the summer, for each teacher had read all essay examinations and could be expected to have a good sense of program norms.

Tutorial Sections

During the winter and spring at the College, Resident Tutors worked with a qualified teacher, learning to introduce material on mechanics and to invent exercises and quizzes. Each Tutor was then made responsible for one of the following areas: spelling, diction, verb forms and agreement, pronoun reference and agreement, sentence structure (complete, run-on, etc.), dangling and misplaced modifiers, or punctuation. Each was assigned to a member of the faculty who came to the campus this summer with workbooks and similar aids and was available for guidance.

After the initial testing, those weakest in each skill area were assigned to tutorial sessions meeting two or more times a week, remaining in session until the Tutors were satisfied the girl had got as much as she could from the approach offered by the session's material. These sections were flexible, and the teachers often recommended more students for placement within them once compositions had been assigned. After a period of approximately three weeks, though it varied with the discipline, girls were re-sectioned in accord with other weaknesses they had displayed. Certain girls whom the reading instructors had identified as having severe spelling problems remained in session throughout the summer.

There were in addition two other types of tutoring: girls who had shown no special weakness on the diagnostic test were examined more exhaustively by two Resident Tutors and coached in the mistakes they made on a long diagnostic sequence;

since these girls were for the most part our strongest students, the results were good; and girls scheduled to enter eleventh grade were assigned to a Resident Tutor so that they might work on required reading. Help in notation of reading, writing long papers, research topic selection, and preparation of an oral report was under the supervision of the teacher of the advanced section and is discussed in her appended report.

These sections were very successful and gave us the opportunity for further reinforcement as well as for a more accurate evaluation of strengths and weaknesses. As a result, no girl was exposed to fewer than 136 classes of English/reading in the eight weeks of the program, and many had as many as 160 sessions, in addition to the use of the conference period and evening study hall session each day. Thus a student had as many English classes as she would have had in 27 to 32 regular school weeks.

Literature

Simple literary analysis was taught, supported by instruction in reading classes in language study such as denotation/connotation and figurative language, which we also examined in English classes. In literary study we concentrated on point of view and methods of characterization but considered also panorama/scene, foreshadowing, imagery, and similar terms. Students were responsible, however, only for point of view and characterization.

A bit more work was done this year than last in poetry comprehension, but nothing of meter and rhyme was required. We focused instead on learning to read different or difficult dialect and syntax and on metaphoric language.

Works read: The Pearl, Steinbeck; Animal Farm, Orwell; Ethan Frome, Wharton; The Odyssey (Books IV, IX, X, XI, XII, XXII, and XXIII); The Golden Fleece, Colum; Seventy-five Great Short Stories; Six Centuries of Great Poetry; The Treasure Chest (essays), Adams; and The Family of Man (photographs).

The short story and novel as forms were not considered, the feeling being that such work belonged more properly at the schools and would not fit our brief session.

Generally, the focus in The Pearl and the short stories was on characterization and motivation, in Ethan Frome on characterization and point of view, in Animal Farm on metaphor, allegory, and irony, and in The Odyssey on language and recognition of specific myths.

The Colum work was used to give girls material they had usually not encountered before, but they were not required to memorize names or stories. Most of the material was completely new to most of the girls, so that they had difficulty in coping with much of it, although it would be safe to assume that the general idea of the gods is clear and that the stories of Jason, Herakles, Theseus, Agamemnon, Menelaus, and Odysseus have been encountered.

The essay text was used only to present above average difficulty of language and to stimulate both discussion and writing.

Aside from the works listed, which each girl received, we bought a number of copies of other works for teachers to use in class to supplement regular material and, since they were largely contemporary, they had good response. These were: Contemporary American Poetry, American Negro Poetry, Pocket Book of Modern Verse, and Hamilton's Mythology.

Note-Taking

The making of notes on reading and the organization of notes before writing an essay were part of our classwork, as could be expected, but we concentrated on making class notes, a most difficult area for girls not accustomed to listening carefully, girls with dialectic differences from the teacher, and girls who wrote down only what was on the board, trying to train them to listen effectively, to recognize main ideas, and to write organized notes.

The technique we used was to bring to class one of the Resident Tutors to give a ten minute lecture on a subject of interest to her, one not related to class work.

Students listened and took notes. At the end of the lecture the Tutor and teacher checked each girl's notes with her, giving her a copy of the outline the Tutor had used in speaking.

After some discussion of main points and spelling or defining of main terms, the lecture, which had been taped, was replayed so that girls could listen again for material they had missed or had emphasized incorrectly. This exercise fit neatly into a class period, and I am sorry we could not do more than the two or three which each class heard. It was interesting for the girls and did seem to teach more effective listening and organizing skills.

Oral Work

Perhaps this statement does not warrant its own section, but in view of some controversy over the use of oral exercises with the disadvantaged, and its possible dangers, I wish to indicate that students were required to participate and that leading a class, speaking at the front of the room, or reading aloud into a tape recorder were common class time requirements, beginning of course with responses to simple questions and the bringing to class of favorite poems, and building to more elaborate presentations and longer exposure. Oral work is of such great importance in identifying dialectic weaknesses and making students aware of language that I cannot help feeling it is vital to composition improvement, certainly more so than the study of grammar, which we did not undertake.

Extra Reading

A number of girls were able to read extra work in their limited free time; but it would be unfair to expect students to do much more than the heavy load we placed on them. Nearly all participating schools were willing to waive summer reading requirements, and I confess I find it difficult to understand those who did not.

Conclusions

Students seemed more capable this summer, and homogeneous grouping made teaching more effective. This year, as last, I read many of the papers written by every student; improvement was noticeable, often marked, although I stress again this improvement was the result of the girls' response to new kinds of requirements with the same good ability that had attained for them recognition in their home schools, where such work, especially in composition, often was not possible.

It seems clear in this second season that the effects on language skills of educational deprivation can be overcome when a student is placed in a new and friendly environment, dissociated from the substandard language reinforcement of either home or neighborhood, and that the techniques used, although doing much less than we would like, were generally effective, when one considers that the "technique" was the assignment of a small number of students many times a week to an excellent teacher. With such a structure, any program must be effective.

EVALUATION OF THE ADVANCED
ENGLISH CLASS

by

Mary Nash Cox, Head of Department of English,
The Baldwin School

An advanced section in English was set up this summer specifically for girls entering eleventh grade in the fall. Since only five students were in this category, five prospective tenth graders were selected to fill out the class. These girls were chosen on the basis of test scores to fit into a more demanding class. The section proved to be homogeneous, and even the less mature girls rose to the level of work and participated in discussions which were more abstract and more sophisticated than those in my regular section.

The aim of the course was to give the student a stronger preparation for eleventh grade than she would have received in a regular section. At the end of eight weeks we expected each student to be able to write a comparison-contrast, to be able to choose a topic from a literary work and narrow the focus so that the idea was specifically developed in a 500 word essay, and to learn basic research techniques. I felt that these aims were accomplished though horizontal organization in the paper of comparison was slighted because many of these assignments were limited to the comparison of one point.

Course of Study

In general our curriculum was similar to the regular sections though the texts differed slightly. We began with a cursory study of the short story (a few short, short stories; "Youth"; "The Open Boat"; "The Lottery"; "The Killers"). Devices of characterization and point of view were introduced. Simple papers requiring the student's understanding of these techniques were assigned, one of the more successful being to take a picture from Family of Man, discuss the character devices revealed, and write a character sketch based on these hints. The students also compared the two fathers in "The Prodigal Son" and "The Father." This assignment proved to be a particularly rich subject, not so much as a short paper, but for the discussion that arose about the purposes of the two stories and the ways in which the fathers were portrayed. At this point it was clear that the students were able to handle more difficult material than I had anticipated.

We read two of the novels read by the regular sections: The Pearl and Ethan Frome, but we studied each novel in greater depth yet spent less time since 1984 was also required. Since this novel was much longer and the language was far more difficult, some of the girls were slow in finishing the reading. But I felt that it was a good choice; the subject matter proved to be stimulating and the problems of reading comprehension were greater. It was not an ideal novel to discuss characterization and point of view, but by this time we had begun to deal with connotation and denotation and were able to use sections from 1984 as illustrations, particularly in discussing setting. Ethan Frome was successful, also, and it offered a contrast to 1984.

Composition During the First Four Weeks

During our study of 1984 each student was asked to bring to class several possible topics based on the novel, which would be appropriate for a 40-minute written assignment in class. We spent the first class period discussing the strengths and weaknesses of each topic; later in the morning, during the second meeting of the class, each girl selected an idea which she developed during that period. On this assignment the students showed particularly good judgment and the ability to develop a limited focus supported by specific illustration.

The students continued to write on the average of three times a week, but I was especially pleased with an assignment on Ethan Frome which reflected their ability to select pertinent details to write a convincing paper on the following question: "Was Ethan Frome a victim of fate, or did his own character determine the course of his life?"

At this point (halfway through the program) the students were fairly competent in their ability to organize ideas and were often very keen in their understanding of the literature we had studied. Their papers, however, continued to be flawed by numerous mechanical errors and awkward expression even though most of the girls had moments when their writing was direct, specific, and very articulate.

The Last Four Weeks

At this point I should have gone on to literature that was even more demanding since the students had been excited by what we had read. Instead we turned to Gods and Heroes of the Greeks by H. J. Rose, a fine little book; but for students unfamiliar with the complexities of mythology and, in several cases, unacquainted even with the names of mythical figures, the material was overwhelming. A few students were able to make careful notes and gain something from this study, but some of the girls became hopelessly lost. We simply didn't have enough time to do justice to mythology even though I limited their reading to the most important gods and heroes.

Next we turned to Oedipus Rex and Antigone, and the reaction to both was very positive. Antigone, especially, seemed relevant; yet time was running short when we read it, and I regretted spending so few days on it. While we were studying Oedipus, each girl chose a line or short passage and wrote a paper on its relation to the play as a whole. This demanded a clear explanation of the meaning of the lines as well as an understanding of the play. Again I felt gratified at their eagerness to deal with some difficult sections and explore implications in depth.

Until the sixth week, assignments had been primarily on the material we had been studying, but in class I asked the girls to write about the kind of person they expected to be at the age of thirty and what kind of life they envisioned for themselves. This proved to be one of the most revealing papers of the summer. In many cases the girls showed their individuality in a way that had never come out in class. Their enthusiasm for an assignment which demanded exploration of themselves and their goals seemed to show how much this subject had been on their minds. No doubt the maturity of the girls contributed to the success of this assignment.

The last week was devoted to poetry. Though two essays were assigned, we never had time in class to discuss them. I tried to choose poems which I thought would be relevant and yet which would pose problems in language, imagery, and content. Again the girls were astute though they needed practice in close reading and in expressing clearly the distinctions which they were able to see. When direct questions were asked about language, they were fairly adept at discussing implications, but the immaturity of some of the tenth graders became more obvious here. Yet most of the students wrote satisfactory papers comparing the point of view of the refugees toward the future with that of the poet in Louis MacNeice's "Refugees." In this paper the girls had to select relevant passages as well as organize the comparison. Our study of poetry was especially frustrating because of the limitations of time.

Tutorials for Girls Entering Eleventh Grade

Each prospective eleventh grader was assigned to a Resident Tutor for work in addition to our regular class. In most cases, the Tutor kept track of the summer reading which schools had encouraged students to do. (We felt that the older girls should attempt to satisfy these requirements.) But the most important function of the Tutor was to advise the student in the preparation of a five-minute oral report on a subject of the student's own choosing. The Tutor taught the student to take notes, prepare note cards, write a topic outline, use the resources of the library intelligently and efficiently, and in essence, enable her to have the experience in research techniques which she will need in the future.

Coordinator's Note

In two of the three examinations, this advanced section wrote the same essay as regular sections, so that the individual evaluations reflect comparison with all students. Miss Cox's work prepared these girls much more effectively than we were able to last summer with no ability grouping.

READING REPORT

by

Arthur L. France, English Teacher,
Scarsdale High School

The stated goals of the Mount Holyoke College ABC reading program were twofold. Generally, we were interested in providing an overall knowledge of what language is and how words work. Specifically, we were interested in building and strengthening skills in the areas of structural analysis, spelling, paragraph structure, listening and note-taking, dictionary use, library skills and study skills. The outcome we sought was comprehension on all three levels of reading--the literal, the interpretive, and the critical.

We, of course, knew that the seventy girls would be at various stages of reading development and since we were anxious to get as accurate a picture as possible, we decided to use several tests in our diagnosis. The tests we used were the Cooperative English Test (Reading) Form 2A, Educational Testing Service; Gray's Oral Reading Paragraphs; Botel Reading Inventory; and Mount Holyoke College ABC English Department Diagnostic Test.

We decided to form two basic groups. The focus of the lower group was language study with structural grammar as the basic method. The text used for this group was Discovering Your Language by Postman, Morine and Morine published by Holt-Rhinehart.

The upper section concentrated on the higher level reading skills, key sentences, paragraph structure, less direct explanation, and verbals. The basic text for this section was Advanced Skills in Reading by Gainsburg published by McMillan. Each of these two groups was divided into three classes, both instructors meeting three classes each day. Classes met Monday through Saturday.

The basic reading skills such as structural analysis, spelling, context, reading for detail, etc. were organized as individualized out-of-class activities and assigned on the basis of individual need. These activities the students completed during their study periods or in their free time. The rate at which these exercises were completed served as a guide to the teachers as to the amount of motivation a girl was experiencing at any point during the eight week period. The materials used for this individual work were: S.R.A. Reading for Understanding--General Edition; Reading for Understanding--a programmed series broken down into three areas: context clues, structural analysis, and comprehension skills; S.R.A. Spelling Word Power Builder Lab.

Dictionary study for all groups consisted of classroom study of the dictionary plus a school-wide project of making a dictionary of regionalisms, adhering in most respects to the criteria for judging dictionaries discovered through class work. This dictionary was later published as a supplement to the school newspaper.

Listening and note-taking practice was a joint endeavor involving the cooperation of the English Department. Lectures by the reading teachers adapted from the Scholastic publication, Scope, were given in class. Notes on these lectures were taken by the students and then a quiz was given. The next time a lecture was given, model notes were distributed to the students. Again a quiz was given. The results of the quizzes were compared. Application of what was learned occurred when Resident Tutors under the direction of the English Department organized lectures and presented them in English classes.

Certain aspects of the reading program could be improved:

1) The time that a student uses to work with individualized drill materials should be adequate and fixed. Using study hall time for this type work is satisfactory only if there are enough reading drill materials so that a complete set can be placed in each study hall.

2) If the students of the 1967 ABC Program indicate the same needs as the 1966 girls, then the upper half of the course should include more instruction in reading dynamics: skimming, scanning, note-taking, summarizing and development of speed.

3) There should be greater articulation between the reading program and the mathematics program. Reading teachers should prepare themselves for the teaching of the reading skills involved in mastering mathematics problems.

4) The Wednesday afternoon drama activity should include reading activities (dramatic readings) which would reduce staging problems and present culmination activity for the reading curriculum.

It is significant to note that the combination of structural linguistics in class and individualized practice in specific reading skills produced great results in the area of the test labeled "Level of Comprehension." To this reading instructor, who is as frightened as any of unscientific conclusions and wild predictions, it seems that a happy arrangement may have been stumbled upon.

MATHEMATICS COORDINATOR'S REPORT

by

Janet A. Maly, Head of the Mathematics Department,
Emma Willard School

The 70 girls who attended the 1966 Mount Holyoke ABC Program had much in common with their 1965 sisters; the ethnic composition of one group was much like that of the other, and their members came from similar backgrounds. The 1966 girls, however, somewhat younger and academically more sophisticated, were conspicuously more talented so far as ability to do mathematics was concerned.

Two members of our mathematics staff had had ABC experience the previous summer, and this was of great value to us. One of our handicaps last year was that, coupled with our own trepidation and inexperience, we had insufficient information about the mathematical preparation and training of our incoming students. This year we were more fortunate. Along with school records, we had SSAT scores for almost every student, with national and independent school norms. Early in May we sent a simple questionnaire to the schools from which the girls entered the program, seeking specific information about courses, textbooks used, chapters covered, and the quality of work which we might expect of the student. This information was promptly sent to us in almost every case, and it proved to be very helpful.

Soon after arrival on the Mount Holyoke campus, each girl was given a 90-minute diagnostic test to help us place her properly. We were interested in three things: the ability to handle the concepts and skills of arithmetic; the knowledge of and facility with the concepts and techniques of elementary algebra; and the extent of exposure to some of the symbols and ideas of "modern" mathematics.

We had previously decided to teach algebra to all of the girls, whether they had completed 8th, 9th, or 10th grade mathematics. In making this decision we differed from the thinking in some of the other ABC programs, notably, that at Dartmouth. Our thought was this: in the teaching of mathematics from a modern point of view, the work in algebra and pre-algebra is no longer sharply differentiated. The emphasis on and application of the basic properties of the real number system have caused a breakdown in the former practice of dividing subject matter in mathematics into several separate compartments, and this is properly so. Algebra correctly taught results in increased facility with the techniques of arithmetic, as well as providing a firm foundation for work in other fields of mathematics and science. Also--and not to be discounted--is the psychological lift given to the younger student by the study of subject matter which she feels to be more advanced than anything which she has previously undertaken.

In spite of our decision to teach algebra to everyone, we were reluctantly forced to except four girls; their understanding of the concepts and skills of very elementary arithmetic was so limited that it would have been unrealistic to assume any mathematical background whatever. These girls were put in a special class by themselves. They used Introduction to Mathematics by Brumfiel, Eicholz and Shanks as their text.

The other 66 students were divided into two groups on the basis of the information we had about each of them. Forty-four of the girls were placed in beginning algebra classes, identified as Mathematics B. Their text was Modern Algebra, Book I by Dolciani, Berman, and Freilich. They covered these topics: symbols and sets; variables and open sentences; axioms, equations, and problem solving; the negative numbers; equations, inequalities, and problem solving; working with polynomials; and special products and factoring.

The remaining 22 girls, on the strength of their showing some knowledge of algebra, were placed in more advanced sections, designated as Mathematics A. They reviewed an entire Algebra I course, also using Modern Algebra, Book I by Dolciani, Berman, and Freilich as their text. One such group of nine girls studied some additional topics from Book II in the same textbook series: the factor and remainder theorems; the point-slope form of the equation of a line; midpoints of line segments, and the distance formula; graphing quadratic relations--circles, ellipses, parabolas, and hyperbolas; the graphic and algebraic solution of pairs of equations involving one or two second degree equations.

Using school records and recommendations and SSAT scores, and relying heavily on our own diagnostic test results, we grouped our students homogeneously within the two levels. There were four Mathematics B groups and two Mathematics A groups, as well as the Pre-algebra class of four girls. Each of the four mathematics staff members taught two groups, and had a pupil load of from 16 to 21 pupils. Each class met for nine 40 minute periods a week--two sessions on one day and one on the next, alternating, for six days a week. We expected each student to spend an additional hour daily on an assignment to be done outside of class. In conjunction with this, girls markedly deficient in arithmetic techniques were given two extra periods a week of remedial work by the Resident Tutors who chose to help in the mathematics program. Introduction to Mathematics by Brumfiel, Eicholz and Shanks was used as a text. So that this work would be presented from the same point of view as that in the regular courses, the Tutors met once a week with the mathematics staff for formal briefing sessions, and often at other times for informal discussion.

We found the afternoon study-conference period, scheduled from one to two o'clock four days a week, very helpful to us since it gave us time to work on an individual basis with girls in need of extra assistance. For the first weeks of the program a mathematics teacher and an English teacher were available for help during the two-hour evening study period; for the last third of the summer this practice was discontinued because it was unrealistic in light of the situation which is usual in evening study halls in independent schools. Often students and teachers met in the evening by special appointment, however.

In spite of the girls' generally good ability, many of them were little accustomed to making a sustained effort to master subject matter; some were unable to verbalize their ideas; some found it difficult to organize; and many of them had had no experience with any type of testing except that consisting of short-answer questions with obvious answers. Consequently it was sometimes difficult to assess the amount of knowledge that a student really did possess.

Although in the main we were satisfied with the organization of our mathematics program, and felt that it was effective, we think that perhaps it was unwise to mix girls who had had no previous experience with algebra with those who had had such experience but who, for one reason or another, had performed poorly on the diagnostic test. We did this in our Mathematics B sections. Some of the younger girls with no algebra in their background worried about their supposed inadequacy, when in fact they were in no way inadequate. Since our object was to develop attitudes and techniques which would enable our students to cope successfully with independent school mathematics programs rather than merely to cover subject matter, perhaps this group should have been allowed to work at a slower pace. We feel that it would have been unwise, however, to allow it to proceed at too leisurely a pace; many of the girls had never been challenged by any academic pressure whatsoever, and, of necessity, had to develop the power to meet it.

Mathematics Testing

The 90-minute diagnostic test was given to all of the girls entering the program. A perfect score would have been 140 credits, with 40 credits on arithmetic, 60 on algebra, and 40 on modern mathematics. The high total score was 116; on arithmetic, 38; on algebra, 49; on the modern math, 34. The low total score was 7; on arithmetic, 7; on algebra, 0; on modern math, 0. The median total score was 69; on arithmetic, 26; on algebra, 20; on modern math, 11.

Halfway through the program we gave a 40-minute across-the-board quiz to all sections of Mathematics B, and another to all sections of Mathematics A.

We gave three two-hour final examinations, one to the Pre-algebra group, one to the Mathematics B group, and one to the Mathematics A group. In the Pre-algebra exam, the scores were 81, 74, 72, and 63 out of a possible 100. In the Mathematics B exam, the score of 100 would have been possible; the high score was 92; the low, 14; the median, 49; and the mean, 51. In the Mathematics A exam, a perfect score would have been 100; the high score was 85; the low, 37; the median, 62; the mean, 59.

Physical Education

Instructional courses were offered to all students in field hockey, modern dance, and swimming. Tennis lessons were given to those who elected to take them. The schedule consisted of dance twice a week and field hockey and swimming three times a week. Extracurricular dance, tennis, and swimming were offered every Wednesday afternoon during the activity periods. In addition the pool was opened every afternoon for a free swim following instructional classes.

At the beginning of the program only 13 girls could be classified as swimmers. At the end of eight weeks all but three could swim. Sixty-four Red Cross swimming certificates were awarded.

Due to the extreme heat of this summer, girls were only able to play field hockey about half of the scheduled class times. The sun and heat forced indoor volley ball, cricket, and other games. For the amount of time devoted to field hockey, however, the girls developed sufficient knowledge of the game and a surprisingly good level of skill. Unfortunately, but understandably, their attitude toward this sport was not very favorable.

Approximately 20 girls participated in tennis regularly as an extracurricular activity. The achievement of these girls was quite high since they could receive a good amount of individual attention.

In modern dance the girls were introduced to a variety of styles to expand their physical and mental comprehension of movement and its possibilities. The attitude of the girls barring three or four exceptions was excellent and enthusiastic. Seventeen girls enrolled in dance as an extracurricular activity on Wednesday afternoons and they all participated in the final dance performance. Thirteen girls danced and four helped backstage.

Social

One of the special concerns of the summer was to expose our girls to the very real problems of living in community. Thus, the staff's purpose was to evolve the value of achieving an adjustment to the demands of group living and of adherence to the broad rules which maintain any group's foundation.

Certainly, this objective was prompted by consideration of the preparatory school environment and its specific nature; however, the express emphasis fell upon social skills useful for everyday livability rather than just preparation for many special patterns of behavior to be confronted in the schools.

One fear on the part of the students was that being in community meant becoming less the persons they felt themselves to be. Hence, the need existed to suggest the possible enhancement and growth of any individual in structured and non-structured group situations. The girls came to understand that common residence is never enough to make cohesive a group of people who possess unique and different personalities and preferences. They all began, during the summer's passage, to perceive what welded them together--a common vision (entrance to preparatory school) and shared aspirations--and which transcended divergent wants and needs. While they often challenged the procedures we operated under (primarily working through the student council), their perception and self-discipline grew apace as they discovered the richness of other people and their own limitations and promise.

Usually, the girls accepted their responsibilities as maturing individuals in matters of thoughtfulness of others, courtesy about the dormitory, and punctuality for all occasions. Overall, the times were rare when the Director or Assistant Director needed directly to confront any girl for serious infractions. Moreover, the burden of social implementation fell upon the Resident Tutors. In most cases, their intimate rapport with the groups allowed them to exert subtle but exacting influence without incurring serious group disequilibrium.

In an important sense, this internal process of socialization showed itself successfully when guests visited the program. The collective social poise of the

ABC girls was under considerable scrutiny by visitors from the ISTS member schools, from Mount Holyoke faculty, and from others from South Hadley who often ate meals hostessed by one or more of the students. A social challenge confronted our girls when an Upward Bound group from New York City came for an overnight visit and exercised a strident test of their roles as hostesses. In a short time, however, the ABC girls managed to bring about a fluid and easy relationship which pleased both groups. By any standard (and especially a teenage one), the visit of the Dartmouth ABC boys was a triumph because of the social viability of our students.

In essence, by the summer's end, most of the girls looked forward eagerly to the secondary school experience, and they possessed an adequate perception of the social roles they would be required to fulfill. At best, they were no longer frightened by new social realities.

Extracurricular Activities

On Wednesday afternoons following assembly the girls participated in a variety of extracurricular activities designed to provide opportunities for exploration in science, the arts, and sports as well as to encourage the pursuit of already established interests in these areas.

In response to the interests of a small group of girls a science club was organized by a Resident Tutor. Through her resourcefulness the students participated in weekly field trips and laboratory experiments.

Mr. Warren O. McAvoy, the College Horticulturist, conducted a botanical trip through the formal gardens of the campus. Miss Clara Ludwig, the College Director of Admissions, conducted a bird walk through several likely bird habitations on campus and in South Hadley. Mr. Edwin T. Warner, a tree surgeon and noted nature enthusiast in the community, conducted a conservation tour during which the development of water pollution was studied. The girls were made aware of the seriousness of the problem, its causes and effect, and the need for solutions both at the local and federal levels.

Professor Isabelle B. Sprague, last year's Chairman of the Department of Biological Sciences, helped the group in the dissection of a frog and a mouse. The girls who did their own dissections were particularly interested in the differences between amphibians and mammals and in comparing the two dissections. With hip boots, nets, and collecting jars, the students gathered specimens and afterwards returned to Clapp Laboratory to view the specimens and water samples under the microscope. Each girl learned how to use a binocular and compound microscope.

The girls made nature collages by gluing pine cones, sea shells, nuts and other materials they collected on pieces of bark. They enjoyed this nature work and the lovely collages were displayed in the Arts Festival.

In the final activity Miss Scovil, a mathematics teacher in the ABC Summer Program, set up a ripple tank and demonstrated some wave principles of physics. The girls learned to use strabescopes to stop uniform motion and they were asked to deduce certain general principles from these observations. The girls were interested in this approach to discovering principles and were perceptive in their observations.

Each week the club delved into a different area of science, not only sampling laboratory techniques but meeting professors and other authorities in different fields.

Dance and sports were a part of the daily program but Wednesday afternoons gave the girls extra blocks of time for independent work in dance choreography and for rehearsals, for the improvement of swimming proficiency, and for the development of skills in tennis which, this summer, was not a part of the regular program but was offered instead as an extracurricular activity.

Art activities of varying simplicity and complexity to challenge diverse abilities were offered. Media provided included clay modeling, painting, charcoal and pencil sketching, mobile and collage constructing, and woodblock printing. The program was organized and taught by Miss Mary Ann Unger, a Mount Holyoke student who volunteered her time.

Drama groups prepared scenes from four plays: Raisin in the Sun, Twelfth Night, The Glass Menagerie, and Saint Joan. In addition with the help of Mr. Arthur France a film entitled A Day at ABC (a parody of the ABC Summer Program) was made by a group of girls. The students who participated in making this humorous film derived great satisfaction from developing and directing scenes and finally from the opportunity of seeing themselves in the movie.

In both 1965 and 1966 music has been a preferred activity. This year the program included a 23-member choir and a beginning piano group of six students. Five students received instruction on instruments other than the piano and two students received voice lessons. Both in 1965 and 1966 students have preferred a performing activity--playing or singing--rather than music appreciation. The listening aspect of the music program was covered during the vesper service, including the prelude and postlude and the choir selections, and the closing musicale. The emphasis in 1965 was mainly vocal. This year the instrumental aspect was especially strong and singularly enhanced by one extremely talented flutist. To Mrs. Richard S. Robin who, as in 1965, volunteered her services in this important area go our warmest thanks.

Again the culminating activity for all Wednesday afternoon activities was an Arts Festival held during the final weekend. The afternoon of competitive field events was enjoyed by participants and spectators alike but it was the annual faculty-student volleyball game that presented the special challenge. Last year the students lost by a large margin, but this year's group, benefiting from volleyball instructions and practice included in the regular sports program, held the faculty to a tie. In two matches played simultaneously each team (faculty and student) won two out of three games.

An exhibition of student art at Eliot House, a program of dances choreographed by students, and a bill of scenes performed in the amphitheater and shared by the College community and interested townspeople were enthusiastically received. To conclude the Festival the chorus and the voice and instrumental music students performed in a Sunday afternoon musicale that also included poetry reading and a group sing joined by all the members of the ABC family.

Assemblies

An assembly was held every Wednesday afternoon from 1:00 to 1:30 p.m. throughout the summer. The assemblies were planned at the beginning with a view toward including a variety of topics with relevancy for the ABC Program and of specific interest to the girls.

The Director spoke on the aims of the program and reviewed the progress of the 1965 ABC group and Mr. William Dietel, the Headmaster of the Emma Willard School, followed with a talk on life at independent school. Assistant Professor Anthony Farnham of the Mount Holyoke College Department of English was responsible for giving an introductory talk on Shakespeare and with emphasis on the Merchant of Venice which all the girls were going to see on the upcoming weekend. In a very popular assembly, Mr. James E. Simmons, Director of ISTS, talked to the girls about what was expected of them as scholarship recipients after which he answered many questions from the girls about their schools. Miss Mary E. Tuttle spoke mainly in response to questions that interested persons had asked her about the ABC Program. President Howard Jones, of the Mount Hermon and Northfield Schools, explained some of the psychology of people and their aspirations. The final assembly, a panel discussion, was planned by the student council for a visiting group of Upward Bound girls from Kingsborough Community College in Brooklyn and produced a spirited discussion on the value of education.

Weekends

Weekends provided a welcome change of pace and relief from the rigors of the week and the girls looked forward to leaving the campus for recreation and cultural exploration. Except for three, all weekend activities were planned by the Resident Tutors who were most ingenious in selecting a wide range of experiences that at the same time were enjoyable, significant, and meaningful.

Trips to colonial villages at Sturbridge and Deerfield, to historical sites in Boston and Concord, and the restored seaport at Mystic, Connecticut broadened understanding of the historical heritage of the United States.

Students interested in dance as an art form used books from the library to prepare themselves to attend a dance performance at Jacobs Pillow.

A performance of Tennessee Williams' play, Summer and Smoke, at High Tors Theatre in Fitchburg introduced the girls to a new concept in theatre. The small theatre was set up in a reconstructed barn and the acting was done in the round. The girls were fascinated by their proximity to the actors and insisted on staying after the performance to talk to the leading actress.

As in 1965, camping and hiking afforded an opportunity to enjoy the freedom and summer beauty of the out-of-doors as well as a medium for working together to create fun. A different dimension was added to the camping experience of one group of girls when a faculty member and his family and the Reverend Peter Diehl came to the Outing Club Cabin for an evening of role playing with them. Another group spent a weekend camping and mountain climbing in New Hampshire.

The weekend experience planned for us by the boys of the Williams-Darrow ABC Summer Program was indeed a memorable one. As their guests our entire student group, Resident Tutors, and members of the faculty travelled to the Darrow School in New Lebanon, New York where this program was conducted. Since the Darrow School plant consists of buildings formerly owned and constructed by the New Lebanon community of Shakers, several buildings remain as they were when the Shakers used them. One of the most rewarding features of the day consisted of a tour of the campus; the boys were well aware of the Shaker history and proved to be very informative guides.

After an afternoon of entertainment including a lively variety show staged by the boys, dinner and social dancing, both groups went to Tanglewood to attend a concert by the Boston Symphony Orchestra. Reflecting upon the events of the summer at the close of the program, many girls considered the trip to Tanglewood to be the most exciting new experience.

The Mount Holyoke-Dartmouth weekend was an exciting one for both groups. Except for the chapel services on Sunday morning in which combined choirs from Dartmouth and Mount Holyoke participated, the weekend was distinctively social. A lemonade party and picnic supper on the lawn of Prospect Hall followed by a dance was thoroughly enjoyed by all. Both groups were consistently at their best and, by any standard, the weekend was an overwhelming success.

Vespers

Fully aware of the value and the need to administer to the moral and spiritual needs of our students, we continued the practice of encouraging them to attend the church of their choice in the local community on Sunday morning and of providing a weekly on-campus worship service in Abbey Memorial Chapel. Except on the Dartmouth and Arts Festival weekends, when the services were held at 10:30 a.m., services were held at 6:45 p.m.

A variety of faiths, cultures, and forms of worship were represented in the services, and with the exception of one occasion in which folk hymns were used together with a sacred dance choir, services followed the traditional pattern: a sermon, scripture, hymns, an anthem by the choir, an organ and clarinet prelude and postlude, occasionally augmented by a flute.

Ministers from Amherst College, Mount Holyoke, and nearby communities gave their services each week, and to give the girls an opportunity to complete their worship through sacrificial giving, the custom of receiving an offering was continued.

MEDICAL REPORT

by Geraldine W. S. Shirley, M.D.

It was a healthy summer for Mount Holyoke ABC in 1966. To secure the personal and family history of the students a medical form was sent to each girl before admission. Each girl was given a physical examination upon arrival. No serious defects were found. Because of incomplete medical forms, eight girls were given tuberculin tests, all of which were negative. All other girls had presented certification of either negative skin test or negative chest X-ray upon admission.

The only surgery performed was an appendectomy and the removal of an ingrown toenail. There were no serious injuries. However, a few girls received attention for small lacerations, contusions and abrasions, and muscle strain. The only other conditions treated (bursitis, functional uterine bleeding, and paronychia) were limited to one girl each.

As could be expected, the most common illnesses were colds and sore throats. Ear complaints ranged from otitis to impacted wax; dermatological conditions, gastroenteritis, and headaches occurred with less frequency. There were only four cases of conjunctivitis, all mild.

A few of the girls had known allergies, but none of them presented problems. Two girls had dysmenorrhea which was sufficiently severe to require medical attention.

A request that each student have an eye examination before entering the program was effective in decreasing the need for eye examinations during the summer. Records show that only one student required an eye examination; however seven girls had broken frames or lenses replaced. Eleven girls were referred for dental treatment, eleven for fillings and five for extractions.

Psychologically the girls were well-adjusted. Three girls were seen for nervous complaints found to be psychosomatic. Improvement was noted in all of them as they adjusted to the regime of the program and grew in self-confidence.

RESOURCE PERSONS

We are continually grateful to the guidance counselors, teachers, social workers, ministers, and other concerned men and women who serve as resource persons for our ABC girls. In addressing themselves to the important objective of creating among boys and girls from disadvantaged circumstances an awareness of the value of education and of the specific opportunities presently available to them, they give unstintingly of themselves, their time, energy, devotion, and indeed of their material assets in helping students to take advantage of these opportunities.

When a girl declares an interest in applying for an ABC/ISTS scholarship, her resource person will assist her and her family in completing the necessary application forms and see to it that she reports to the appropriate testing center for qualifying SSAT examination. If she is selected, the resource person is available to respond to whatever concerns she and her family may evince in relation to the ABC Summer Program and the independent schools themselves.

In every phase of a girl's preparation for the summer program, resource persons are helpful. They see to it that medical reports are completed, that the girl has the clothing that is necessary and appropriate, and arrange local transportation to airports or bus terminals. During the very trying airlines strike this summer, resource persons came to our rescue in two special emergency situations in ways that greatly relieved our anxiety and that of parents of students who were forced to travel alone from their homes to Mount Holyoke.

In the crowded Port Authority Bus Terminal of New York on the first day of the strike a faithful resource person waited patiently for a 15-year-old girl wearing a red identification card bearing the letters ABC to arrive. Because she had been selected after the program started (as a replacement for an early dropout) she was making her way from Durham, North Carolina to Mount Holyoke alone by bus. He was there to see to it that our student made the appropriate bus transfer in New York or to act as our emissary in the event an unforeseen problem should arise.

In Cleveland, Ohio, a widow notified after the start of the program of her daughter's selection by ABC/ISTS was uncertain how to proceed since the girl had left home to spend the summer with relatives in Tennessee. We notified her resource person who, after expressing his delight in the acceptance of his referral, assured us that he would assist the mother in making plans for her daughter's arrival at Mount Holyoke. He then secured a reservation on a non-striking airline, purchased a ticket, sent it to the student who arrived in two days, happy if slightly bewildered by all that had happened in so short a time.

Throughout the summer, girls received encouraging letters from resource persons and occasionally a surprise telephone call or "care package." In several instances, we were able to deal with specific problems of adjustment encountered by some of our girls because a resource person provided us with pertinent information in regard to home situations and family relations.

It is impossible to cite all of the numerous ways in which resource persons help; some are intangible and subtle and known only to the individual boys and girls whose lives they have touched. However, through our contacts with resource persons we have come to a full awareness of the valuable and significant services they perform.

COMMUNITY RELATIONS

As in 1965 we are indebted to the many members of the local and College communities who expressed their interest and concern in so many tangible ways. A report of the summer's activities would be incomplete without an expression of appreciation to those persons to whom we refer with affection as Friends of ABC. The experiences of each girl were enriched by all those who, in their homes, or at the College as guests at dinner and the social hour, or through other programmed activities, shared interests and hobbies.

Indeed many weekend trips would have been impossible except for the willingness of our Friends to furnish transportation. South Hadley Girl Scouts shared their facilities at Camp Perkins. A faculty wife assisted by an interested neighbor conducted a class in photography on Wednesdays. A professor invited a tutor group to his home on a Sunday afternoon to share a cherished collection of artifacts which included objects from the Etruscan Age. A visit and lemonade party with an 85-year-old resident of South Hadley, a friend of a Resident Tutor, was so enjoyed that the group chose to visit her again. On the last school day following the English examination the entire group was invited to relax at a surprise coke party on the patio of the College Inn. It is impossible to recite all of the kindnesses shown, but each is valued and deeply appreciated.

As a result of its search for ways to add a reciprocal quality to their relationships with the community, a tutor group planned a Saturday afternoon picnic for fourteen fifth and sixth grade YWCA Summer Fun Program girls. Since the aim of Summer Fun was to involve girls from low income families in Holyoke in a program of planned recreational and cultural activities, ABC girls felt a special affinity to these little girls. From this brief opportunity to serve, these ABC girls gained a sense of participation and identification with the community. It is not surprising that several of them considered this to be the most inspiring and rewarding weekend experience of the summer.

At the close of the program, after consideration of several worthy social service agencies by its student council, the entire student body voted to send the proceeds from the summer vespers offering as a gift to the Holyoke Mental Health Center to be used to purchase supplies and equipment for the nursery school for mentally retarded children.

FINANCIAL REPORT

The ABC summer programs at Mount Holyoke are financed by grants made to the College by the Rockefeller Foundation, an anonymous donor, and funds from ABC/ISTS made available to them from the Office of Economic Opportunity.

Indirect costs including plant facilities, administrative services, insurance and overhead are contributed by Mount Holyoke College.

Expense Summary
70 Students *
Year Ended December 31

	1965	1966
Salaries and Wages Staff, faculty, resident tutors, and dormitory employees	$ 39,346	$ 49,493
Dormitory Expenses Board for students, faculty, staff and their families; utilities, laundry and dormitory supplies	19,637	21,774
General Expenses Administrative: telephone, office supplies, postage, bus upkeep, printing, and maintenance	5,243	6,727
Social Security and other fringe benefits	1,539	3,338
Planning conference, recruitment of faculty, travel of students to and from South Hadley	4,890	7,772
Student expenses: books and educational supplies, clothing, medical expenses, weekly allowances, laundry, and hospitalization	6,953	5,185
Weekend trips and cultural activities	3,438	1,765
Total Direct Costs	$ 81,046	$ 96,054
Indirect Costs	22,748	16,576
Grand Total	$103,794	$112,630
Cost per student excluding indirect costs	$ 1,158	$ 1,372
Cost per student including indirect costs	$ 1,483	$ 1,609

* Per student costs are established on the basis of 70 girls. However, 72 girls, two of whom were replacements, were enrolled in the program during the summer of 1966.

A comparison of expenditures in 1966 with those of 1965 shows an increase in all categories with the exception of two, resulting in a cost per student (excluding indirect costs) of $1,372 in contrast to the lower per student cost of $1,158 in 1965. The increase reflects higher costs in goods and services, but is due in large part to two other factors:

(1) This year the Director's salary as well as the expenditures involved in the maintenance of her office were assumed by the program. In 1965 the Director was on loan from the College part-time during the academic year and full-time during the summer.

(2) The difference in the composition of this year's group which enrolled fewer students from the New York City area and more from midwestern states resulted in greater travel costs.

AN EVALUATION OF THE MOUNT HOLYOKE ABC SUMMER PROGRAM

by Laraine Masters, Research Technician

In an attempt to determine the degree of success of the ABC students a research effort was undertaken during the summer of 1966. Data concerning both the 1965 and 1966 ABC Programs were examined. These data were of two basically different kinds: (1) Evaluative data in the academic area, e.g. high school grades, SSAT (Secondary School Admissions Test) scores, ABC recommendations; (2) Data obtained from the interview-questionnaire procedure reflecting attitudes in the academic as well as social and personal areas. This brief report will summarize the more important of the findings, first for ABC-1965, then for ABC-1966.

The pre-ABC high school grades for the 1965 group showed that 39% had predominantly A averages; 48% had predominantly B averages; 13% had predominantly C or below averages. In relating these grades to the kind of recommendations received from the ABC Program, 73% of the students with A averages were recommended without reservation, while 56% of the students with B averages and only 11% of the students with C averages received unequivocal recommendations.

Independent school records for the academic year, 1965-1966, are available for 62 of the 63 girls who entered in September, 1965. The distribution of the grades is fairly normal, but skewed at the high end. Thus, three times as many A's as F's were attained and almost equal numbers of B's and C's. A comparison of the independent school grades with the recommendations received by the ABC Program showed some degree of positive relationship between the two. For example, of the eight girls who had the highest grade averages at independent school, seven had been recommended by the ABC Program and only one had been recommended with reservation. No one who had a B or better average had been recommended with grave reservation or not recommended.

The interview conducted in the spring of 1966 with the 1965 ABC girls included topics in six different spheres: (1) Adjustment to the curriculum and to the intellectual climate; (2) Response to the school routines; (3) Reaction to the social climate; (4) Relationship to parents; (5) The self; (6) The ABC Program. The responses to the questions in these areas give a comprehensive picture of the students' reactions to ABC and the independent school environment. In terms of academic preparation, 72% of the girls thought that the work at the ABC Program was harder than that at their independent schools. Socially, also, the adaptation seems good. Only 16% felt that they had a hard time following the schools' rules. However, one problem does appear to be present. Although 77% of the girls responded that the students at their independent schools were friendly, only 18% had a special friend other than an ABC or ISTS girl. If the question which produced these answers is valid, a definite problem in social acclimation and acceptance is indicated.

The reaction of the parents to ABC and ISTS was favorable in almost all cases, and the students' own reaction to the ABC Program was one of gratitude. However, criticism was not lacking. Although 91% of the girls felt that they had benefited from the program, 46% still had criticisms and suggestions for improvement.

The records of the 1966 ABC students were looked at primarily in terms of their SSAT scores and their high school grades. On the basis of the independent school norms for SSAT scores, 29% of the students were in the 50th percentile or better, 30% were in the 25th-49th percentile and 41% fell below the 25th percentile. The grade reports presented a somewhat different picture. Ninety percent of the students had B or better averages. Thus, it seems that SSAT scores are better differentiators than high school grades.

Interviews were conducted with each of the 70 Mount Holyoke 1966 ABC participants. The rationale for the interviews, in addition to the gathering of general background information and reactions to the ABC Program, was the attainment of some index of attitude toward the academic-social environment and a measure of the level of goals prior to the independent school experience. Additional questionnaires will be sent to each of these girls after a year of independent school. In this way, it is hoped that an assessment of changes in attitudes and level of goals will be apparent.

Reactions to the ABC Program were judged in terms of initial reactions and current reactions. Four per cent of the students were initially negative about going to an independent school and one girl admitted that she had been forced to come to the ABC Program. Only 3% of the girls felt that the ABC/ISTS opportunity hadn't helped them come any closer to their goals. Although 47% thought that they would have achieved their goals even if they hadn't been selected by ISTS, 88% were more confident about achieving them after having been chosen.

The research program will be a continuing one. Full background reports including age, education of parents, geographical region of home, pre-ABC school grades and SSAT scores will be kept and each of these measures related to each other and to success at independent school. Independent school records will be related within each group, among the groups from different summers and, of course, to the degree of success at the ABC Program. As the students graduate from high school and, hopefully, continue their education, records of their college grades will be obtained and related to the independent school record, the record at ABC and the pre-ABC record.

A revised questionnaire, based on the one used in the interviewing of the 1965 group, will be sent to each of the ABC-1966 girls during the spring of 1967. It is hoped that this questionnaire will be able to gauge some changes in values and level of goals, as well as to clarify general reactions to the independent school environment. In addition, to measure changes that occur during the eight-week ABC Program, a set of questions will be asked at both the beginning of the 1967 ABC Program and at its termination. Thus, with these two basic techniques--measures of academic achievement and personal reaction as shown by questionnaire answers--it is hoped that an accurate representation of the real benefit of ABC and ISTS will be forthcoming.

RECOMMENDATION OF STUDENTS

In 1965 we used the formula followed by the Dartmouth College ABC Summer Program in which students are ranked in four broad categories (recommend; recommend with reservation; recommend with grave reservation; not recommend) with individual recommendations subsequently reflecting the student's standing in relation to other members of the group.

This summer our faculty, after careful consideration of its responsibilities to the ABC students and to the participating schools, decided to use a two category system: recommend and not recommend.

The rationale for this action was our firm belief that we should permit each of our students to have her progress measured in terms of her own unique response or lack of it to the academic and social demands of the summer and, correspondingly, her admission to independent school decided on the basis of individual record of performance only.

Careful consideration was given to the strengths and weaknesses of each girl. If in our judgment a student demonstrated a satisfactory personal and social adjustment and sufficient academic growth, we recommended that her school admit her. If in our judgment admission involved a degree of risk for the school or the girl, this was made clear in our covering letter. Specific recommendations in relation to special needs and class placement were also included. To support these recommendations an evaluation from each teacher (English, reading, mathematics, and physical education) and from the Resident Tutor was sent.

Of the 72 girls enrolled in the program, two withdrew voluntarily. Seventy girls completed the eight weeks, received the recommendation of the faculty, and entered independent school in the fall.

OBSERVATIONS AND CONCLUSIONS

Young people who grow up in cultural and social isolation and who are poorly educated in inferior or deteriorating schools cannot be expected to reach their full potential as productive, contributing adult citizens; an education which does not provide contacts with the larger society is less than adequate. As valuable as they are, experiences gained vicariously cannot take the place of those which involve the individual youngster in a personal way. Only those experiences to which youngsters can relate have significance and meaning for them and for the realities that they must face now and in the future.

A Better Chance/Independent Schools Talent Search circumvents these conditions by placing promising students in settings where they can be challenged to grow in mind and spirit. The ABC Summer Program is a beginning in a series of stimulating new experiences, academic, cultural, and social. In the understanding accepting and supportive atmosphere of ABC, students from backgrounds of social deprivation can measure themselves against other young people including those from more privileged backgrounds.

An obvious result of such exposure with rare exceptions is a decided increase in self-esteem. Indeed the most important gain of this summer may very well have been growth in self-awareness. Our students emerged with a clearer concept of their own basic personalities, their strengths and weaknesses, interests, and desires. Certainly these gains have a valid significance for immediate individual academic and personal success.

* * *

As we conclude this Report of the 1966 ABC Summer Program, we are faced with the prospect of the curtailment or the complete loss of Office of Economic Opportunity support for new students. Cutbacks by OEO would result in a serious reduction in the number of new scholarships for deserving students.

It is singularly difficult to contemplate a lessening of concern or support for ABC/ISTS, so great is the need for increased educational alternatives through which boys and girls from disadvantaged families can develop their abilities and can acquire salable talents and skills. Only through prolonged and effective education can these goals be realized.

As unsettling as these prospects are we remain optimistic in our belief that through the combined efforts of ABC/ISTS and its many dedicated friends a way will be found to assure the continuance of the Independent Schools Talent Search as a vital, growing program.

APPENDICES

APPENDIX A

ABC Program
Mount Holyoke College

1966 DAILY SCHEDULE

	Monday through Saturday	Sunday
Day begins	6:50 a.m.	8:00
Breakfast	7:15	8:30 **
Class	8:00 - 8:40	
Class	8:45 - 9:25	
Class	9:30 - 10:10	
Break	10:10 - 10:30	
Class	10:30 - 11:10	
Class	11:15 - 11:55	
Lunch	12:10 p.m. *	1:00 (dinner)
Faculty Conferences and Study Hour	1:00 - 2:00 ***	
Athletics	2:30 - 4:30	
Free time	4:30 - 6:00	
Dinner	6:00	5:30 (supper)
Vespers	-----------	6:45
Study	7:15 - 9:15	8:00 - 9:15
Break	9:15 - 10:00	9:15 - 10:00
Day ends - lights out	10:00	10:00
" " " " (Saturday)	11:00	

*Saturday noon to Sunday supper is to be used for weekend trips. Everyone is expected to return to campus in time for Vespers Sunday evening.

**Meals will be served on Sunday to those for whom arrangements have been made ahead of time with the Assistant Director.

***On Wednesday afternoons the schedule will be as follows:
1:00-1:30 Assembly 1:30-2:30 Free time 2:45-4:45 Creative Activities
4:45-6:00 Free time 6:00 Dinner

APPENDIX B

Geographic Distribution of 72 1966 ABC Students

District of Columbia	3
Alabama	1
California	2
Connecticut	1
Florida	2
Georgia	1
Louisiana	3
Massachusetts	2
Michigan	6
Minnesota	1
Missouri	3
Montana	1
New Jersey	1
New York	15
North Carolina	5
Ohio	8
Pennsylvania	1
South Carolina	2
Tennessee	4
Virginia	10

19 States and the District of Columbia

APPENDIX C

FAMILY PROFILE

	FATHER		MOTHER	
NUMBER	EDUCATION	OCCUPATION	EDUCATION	OCCUPATION
1	--	-----	9	Tray girl
2	5	Construction	10	Housewife
3	10	Tile setter	11	Housewife
4	--	Deceased	10	Housewife
5	8	Porter	Normal School	Clerical assistant
6	10	Brick mason	10	Maid
7	12	Drapery mechanic	L.P.N.	Practical nurse
8	--	-----	11	Checker
9	9	Disabled	8	Housewife
10	10	Layman	11	Cook
11	--	Deceased	14	Postal clerk
12	12	Unknown	10	Housewife
13	11	Machine operator	11	Housewife
14	12	Truck driver	12	Housewife
15	12	Mail carrier	12	Housewife
16	12	Unknown	12	Housewife
17	12	Surveyor and Truck Driver	12	Nurse's aide
18	14	Assistant converter	13	Housewife
19	4	Plater	4	Housewife
20	11	Deceased	11	Mail Clerk
21	--	-----	12	Waitress
22	7	Food supervisor	6	Cafeteria worker
23	10	Lift operator	7	Housewife

SIBLINGS	FAMILY INCOME	*OEO or SSP	MARITAL STATUS
1	$ 3,567	OEO	Stepfather
5	3,744	OEO	Together
3	3,800	SSP	Together
3	-----	OEO	Widow
2	5,192	SSP	Together
1	2,300	SSP	Separated
3	7,500	SSP	Together
0	3,980	OEO	Divorced
12	ADC	SSP	Together
4	2,105	OEO	Separated
4	5,665	SSP	Widow
5	960	SSP	Separated
2	7,000	SSP	Together
2	7,000	SSP	Together
5	6,910	SSP	Together
3	ADC	OEO	Divorced
4	8,000	SSP	Together
4	6,700	SSP	Together
5	2,330	OEO	Together
2	2,175	OEO	Widow
0	2,280	OEO	Single
5	5,363	SSP	Together
3	3,175	OEO	Together

*OEO: Office of Economic Opportunity
SSP: Schools Scholarship Program

	FATHER		MOTHER	
NUMBER	EDUCATION	OCCUPATION	EDUCATION	OCCUPATION
24	9	Deceased	12	Domestic worker
25	10	Machinist	11	Domestic worker
26	9	Unknown	11	Housewife
27	11	Unknown	12	Deceased
28	2	Truck driver	9	Housewife
29	11	Truck driver	11	Checker
30	12	Chauffeur	--	Housewife
31	14	Unknown	B.A.	Nursery school worker
32	11	Laborer	11	-----
33	10	Laundry worker	8	Housewife
34	12	USAF	12	Stock clerk
35	12	Kitchen helper	11	Housewife
36	12	Landscaper	14	Housewife
37	4	Bricklayer	9	Housewife
38	11	Deceased	11	Practical nurse
39	9	Drug room assistant	11	Housekeeper
40	8	Deceased	8	Deceased
41	B.S.	Musician	15	Secretary
42	8	Bodyman	6	Housewife
43	8	Weigher	--	Deceased
44	14	Washer	B.A.	Teacher
45	3	Unemployed	8	Housewife
46	11	Mail carrier	12	Nurse's aide
47	7	Kitchen laborer	M.Ed.	Teacher
48	12	Building foreman	--	Deceased

SIBLINGS	FAMILY INCOME	*OEO or SSP	MARITAL STATUS
1	$ 1,642	OEO	Widow
1	3,467	OEO	Separated
3	ADC	OEO	Separated
3	ADC	OEO	Guardian
0	3,884	SSP	Together
2	5,975	SSP	Together
4	4,740	OEO	Together
2	4,200	SSP	Separated
3	5,200	SSP	Stepmother
3	3,800	OEO	Together
0	4,944	OEO	Separated
5	2,880	OEO	Together
3	6,000	SSP	Together
4	4,800	OEO	Together
3	5,000	SSP	Widow
2	6,000	SSP	Together
0	7,320	OEO	Guardian
1	3,500	SSP	Divorced
1	4,500	OEO	Together
1	4,570	OEO	Stepmother
3	8,893	SSP	Together
3	ADC	OEO	Together
4	9,020	SSP	Together
6	5,100	OEO	Together
2	5,000	SSP	Widower

NUMBER	FATHER EDUCATION	OCCUPATION	MOTHER EDUCATION	OCCUPATION
49	8	Disabled	15	Housewife
50	10	Repairman	11	Housewife
51	8	Truck driver	13	Grocer
52	10	Chauffeur	10	Housewife
53	12	Motorman	8	Housewife
54	12	USAF	12	Housewife
55	8	Laborer (Unemployed)	12	Housewife
56	B.A.	Self employed dry cleaner	12	Housewife
57	9	Mech. inspector	9	Housewife
58	8	Deceased	12	Deceased
59	--	Unknown	5	Domestic worker
60	9	House painter	9	Housewife
61	8	Unknown	11	Deceased
62	10	Laborer	12	Housewife
63	--	Painter	14	Clerk
64	9	Janitor	13	Nurse's assistant
65	12	Waiter	12	Clerk
66	--	Unknown	12	Domestic worker
67	2	Parking lot attendant	7	Maid
68	9	Laborer	6	Housewife
69	11	Unknown	Normal School	Secretary
70	8	Deceased	12	Clerk
71	11	Shipping foreman	12	Clerk
72	--	Deceased	12	Salesgirl

SIBLINGS	FAMILY INCOME	*OEO or SSP	MARITAL STATUS
4	ADC	OEO	Separated
8	$ 3,000	OEO	Together
0	3,500	OEO	Together
7	4,000	OEO	Together
5	8,150	SSP	Together
4	6,720	SSP	Together
4	ADC	OEO	Together
3	2,640	OEO	Together
1	-----	SSP	Guardian
4	Social Security	OEO	Guardian
1	ADC	OEO	Divorced
7	3,600	OEO	Together
3	-----	OEO	Guardian
5	ADC	OEO	Divorced
3	6,160	SSP	Together
2	5,600	SSP	Together
1	6,890	SSP	Together
7	2,000 and county aid	OEO	Separated
5	3,752	OEO	Stepfather
0	3,000	OEO	Together
1	3,486	OEO	Divorced
2	2,677	OEO	Widow
2	6,200	SSP	Together
3	2,280	OEO	Widow

APPENDIX D

STUDENT ACADEMIC PROFILE

NUMBER	ADDRESS	LAST SCHOOL ATTENDED	GRADE COMPLETED
1	Marin City, Calif.	Richardson Bay S	8
2	Richmond, Va.	Mosby J H S	8
3	New Orleans, La.	Andrew J. Bell J H S	8
4	Henderson, N.C.	Henderson Institute	8
5	Durham, N.C.	Highland J H S	9
6	Nashville, Tenn.	Cameron H S	9
7	Washington, D.C.	Kelly Miller J H S	9
8	Detroit, Mich.	Spain J H S	8
9	Cleveland, Ohio	Thomas Jefferson J H S	9
10	Nashville, Tenn.	Howard S	9
11	New Orleans, La.	Samuel James Green J H S	8
12	Ensley, Ala.	Westfield H S	10
13	Cleveland, Ohio	Collinwood J H S	10
14	Detroit, Mich.	Munger J H S	8
15	Memphis, Tenn.	Hamilton H S	9
16	Cleveland, Ohio	Addison J H S	9
17	Poplar, Mont.	Poplar H S	9
18	Brooklyn, N.Y.	George W. Wingate H S	10
19	Brooklyn, N.Y.	John M. Coleman J H S	9
20	Washington, D.C.	Browne J H S	9

AGE 6/30/66	INDEPENDENT SCHOOL	RCT P% - N%	VS P% - N%	GSAT+ P% - N%
14	Verde Valley	-- --	-- --	-- --
14	Cushing	48 - 87	12 - 68	09 - 48
14	Emma Willard	-- --	-- --	-- --
14	Baldwin	25 - 74	09 - 64	04 - 32
14	Miss Hall's	93 - 99	81 - 99	13 - 51
15	Abbot	28 - 71	09 - 61	30 - 69
15	Saint Mary's	18 - 62	20 - 75	47 - 81
13	Northfield	77 - 97	79 - 99	33 - 79
15	Masters*	57 - 90	23 - 77	25 - 64
14	Northfield	34 - 75	26 - 81	25 - 64
13	Northfield	71 - 95	29 - 84	21 - 69
16	Dana Hall	34 - 74	55 - 93	71 - 94
15	Barlow	30 - 72	50 - 92	51 - 84
14	Northampton	45 - 86	12 - 68	55 - 90
14	Concord	91 - 99	84 - 99	30 - 69
14	Abbot	46 - 83	48 - 92	81 - 94
15	Shipley	15 - 58	26 - 81	07 - 41
16	Northfield	83 - 98	74 - 97	59 - 89
15	Northfield	18 - 62	05 - 52	07 - 41
14	Baldwin	38 - 77	41 - 90	30 - 69

*Did not complete ABC Program or enter independent school
+Secondary School Admission Test Scores:

RCT: Reading Comprehension Test
VS: Verbal Score
GSAT: General School Ability Test
P%: Program Percentile
N%: National Percentile

NUMBER	ADDRESS	LAST SCHOOL ATTENDED	GRADE COMPLETED
21	St. Louis, Mo.	Enright Middle S	8
22	Durham, N.C.	Merrick Moore S	10
23	Richmond, Va.	Mosby J H S	9
24	Richmond, Va.	Virginia Randolph H S	9
25	St. Louis, Mo.	Enright Middle S	8
26	New Haven, Conn.	Bassett J H S	9
27	Freeport, N.Y.	John W. Dodd J H S	9
28	Richmond, Va.	Randolph J H S	9
29	Richmond, Va.	B. A. Graves J H S	9
30	New York, N.Y.	Manhattanville J H S	9
31	Richmond, Va.	Mosby J H S	9
32	New Orleans, La.	L. B. Landry J-S H S	8
33	New York, N.Y.	Wadleigh J H S	8
34	Detroit, Mich.	Durfee J H S	9
35	New York, N.Y.	Benjamin Franklin H S	9
36	Richmond, Va.	Mosby J H S	9
37	Washington, D.C.	Spingarn H S	10
38	New York, N.Y.	James J. Reynolds J H S	9
39	Graham, N.C.	Central H S	10
40	St. Louis, Mo.	Beaumont Elementary Center	8
41	Richmond, Va.	B. A. Graves J H S	9
42	Minneapolis, Minn.	Northeast J H S	8
43	Henderson, N.C.	Henderson H S	9
44	St. Augustine, Fla.	Richard J. Murray H S	9
45	New York, N.Y.	Margaret Knox J H S	9
46	Cleveland, Ohio	Charles W. Eliot J H S	9

AGE 6/30/66	INDEPENDENT SCHOOL	RCT P% - N%	VS P% - N%	GSAT+ P% - N%
14	Baldwin	42 - 84	62 - 96	28 - 75
15	Masters	12 - 50	34 - 86	67 - 93
15	Northfield	61 - 90	48 - 92	30 - 69
15	Baldwin	41 - 81	64 - 96	51 - 83
14	Walnut Hill	52 - 88	59 - 96	46 - 86
15	Northfield	28 - 71	23 - 77	02 - 22
15	Emma Willard	28 - 71	18 - 72	42 - 78
15	Northfield	31 - 73	33 - 85	13 - 51
14	Saint Mary's	-- --	-- --	-- --
15	Putney	21 - 64	56 - 94	04 - 35
14	Emma Willard	46 - 83	48 - 92	13 - 51
14	Verde Valley	22 - 70	51 - 94	16 - 61
13	Northfield	60 - 92	47 - 92	33 - 79
14	Concord	21 - 64	30 - 83	04 - 35
15	MacDuffie	61 - 90	30 - 83	38 - 74
14	Hinckley	13 - 53	15 - 70	13 - 51
16	Walnut Hill	87 - 99	69 - 96	14 - 53
14	Northampton	24 - 68	13 - 68	30 - 69
15	Northfield	12 - 50	20 - 76	12 - 48
14	Kent	-- --	-- --	-- --
15	Milton	74 - 95	68 - 97	72 - 94
14	Northfield*	33 - 80	47 - 92	11 - 50
15	Walnut Hill	88 - 99	86 - 99	76 - 96
14	George	46 - 83	38 - 89	51 - 83
15	Emma Willard	28 - 71	18 - 72	25 - 64
13	MacDuffie	41 - 81	38 - 89	25 - 64

NUMBER	ADDRESS	LAST SCHOOL ATTENDED	GRADE COMPLETED
47	Tallahassee, Fla.	R. Frank Nims J H S	9
48	Philadelphia, Pa.	Saint Maria Goretti H S	9
49	New York, N.Y.	Benjamin Franklin H S	9
50	Richmond, Va.	Mosby J H S	9
51	Nashville, Tenn.	Washington J H S	8
52	Brooklyn, N.Y.	John M. Coleman J H S	9
53	New York, N.Y.	Wadleigh J H S	8
54	Charleston, S.C.	Burke H S	9
55	Detroit, Mich.	Jefferson J H S	9
56	Cleveland, Ohio	Lincoln H S	9
57	New York, N.Y.	William W. Niles J H S	9
58	Trenton, N.J.	Junior High School Number Four	9
59	Detroit, Mich.	McMichael J H S	9
60	Roxbury, Mass.	Dearborn S	8
61	Cleveland, Ohio	Lincoln H S	9
62	Detroit, Mich.	Miller J H S	8
63	Brooklyn, N.Y.	Nathaniel Macon J H S	8
64	Cartersville, Ga.	Summer Hill S	9
65	New York, N.Y.	Sands J H S	9
66	Compton, Calif.	Vanguard J H S	8
67	Richmond, Va.	Mosby J H S	8
68	Charleston, S.C.	Charles A. Brown H S	9
69	Oberlin, Ohio	Oberlin J H S	8
70	Cleveland, Ohio	Kennard J H S	9
71	New York, N.Y.	Manhattanville J H S	9
72	Mattapan, Mass.	Solomon Lewenberg J H S	9

AGE		RCT	VS	GSAT+
6/30/66	INDEPENDENT SCHOOL	P% - N%	P% - N%	P% - N%
15	Northfield	41 - 81	23 - 77	18 - 59
16	Walnut Hill	41 - 81	52 - 94	18 - 59
14	Miss Hall's	68 - 94	41 - 90	21 - 62
15	Dana Hall	46 - 83	09 - 61	25 - 64
14	Putney	30 - 78	19 - 77	25 - 71
14	Northfield	46 - 83	15 - 70	38 - 74
14	Northfield	77 - 97	91 - 99	55 - 90
13	Abbot	81 - 97	48 - 92	42 - 78
14	Northampton	13 - 53	13 - 68	05 - 37
15	Dana Hall	46 - 83	68 - 97	42 - 78
16	Northfield	41 - 81	48 - 92	09 - 45
15	Northfield	31 - 73	15 - 70	25 - 64
14	Dana Hall	34 - 75	38 - 89	15 - 54
13	Northfield	14 - 63	08 - 62	28 - 75
15	Wyoming	72 - 95	52 - 94	82 - 97
14	Baldwin	77 - 97	66 - 97	02 - 21
13	Cambridge School of Weston	56 - 91	56 - 95	36 - 81
15	Saint Mary's-in-the-Mountains	53 - 88	18 - 72	21 - 62
14	Emma Willard	86 - 98	64 - 96	78 - 96
14	Northfield	22 - 70	14 - 70	46 - 86
14	Masters	45 - 86	59 - 96	21 - 69
14	Saint Mary's	34 - 75	23 - 77	47 - 81
14	Northfield	-- --	-- --	-- --
15	Northfield	50 - 86	68 - 97	13 - 51
15	Cushing	72 - 95	64 - 96	18 - 59
14	Hinckley	57 - 90	95 - 99	25 - 64

APPENDIX E

1966 ABC RESOURCE PERSONS

Mrs. Muriel M. Alexander
Principal
Kelly Miller Junior High School
Washington, D.C.

Mr. Robert P. Alexander
School Counselor
Xavier University
New Orleans, Louisiana

Mrs. John Ausley
Homemaker
2122 East Randolph Circle
Tallahassee, Florida

Mrs. Madge M. Avent
Guidance Counselor
Henderson Institute
Henderson, North Carolina

Mrs. Mildred E. Bridges
Counselor
Samuel James Green Junior High School
New Orleans, Louisiana

Mrs. Dorothea Brown
Assistant Principal
Charles W. Eliot Junior High School
Cleveland, Ohio

Mrs. Hughes Call
Homemaker
315 Montford Avenue
Mill Valley, California

Mrs. Lillian Campbell
Counselor
Hamilton High School
Memphis, Tennessee

Mrs. Val F. Caputo
Guidance Counselor
Junior High School Number Four
Trenton, New Jersey

Miss Mary Jane Carr
Counselor
Munger Junior High School
Detroit, Michigan

Miss Nezzie Carter
School Counselor
Merrick-Moore School
Durham, North Carolina

Mrs. Doris G. Catchings
Teacher
Miller Junior High School
Detroit, Michigan

Mrs. Garvey Clarke
Homemaker
1524 Bedford Avenue
Brooklyn, New York

Mrs. Charles Cook
Social Worker
176 Armory Street
New Haven, Connecticut

The Reverend Thomas Davis, Jr.
Chaplain; Assistant Professor of Religion
Skidmore College
Saratoga Springs, New York

Mr. Bernard R. Fielding
Lawyer
93-B Spring Street
Charleston, South Carolina

Mrs. Rosalie R. Gordon
Director of Guidance
Richard J. Murray High School
Saint Augustine, Florida

Mr. Byron B. Hall
Teacher
141 Macon Street
Brooklyn, New York

The Reverend and Mrs. W. C. Haney
4804 Fullerton Street
Detroit
Michigan

Mrs. Barbara T. Harrell
Social Worker
Norfolk House Centre
Roxbury, Massachusetts

Mrs. Flora K. Hess
Chairman, Education Committee
Willoughby House
Brooklyn, New York

Mrs. Jean Waller Holmes
Counselor
Mosby Junior High School
Richmond, Virginia

Miss Frances Jeter
2416 Meharry Boulevard
Nashville
Tennessee

Mrs. Octavia M. Jones
School Counselor
Andrew J. Bell Junior High School
New Orleans, Louisiana

Mrs. W. N. Kammann
Caseworker
The Big Sister Association, Inc.
Minneapolis, Minnesota

Mrs. Addie McCreary
Secretary
9419 Dexter Boulevard
Detroit, Michigan

Mrs. Vera W. McGuire
Guidance Counselor
L. B. Landry Junior-Senior High School
New Orleans, Louisiana

Miss Sally McMonegal
Counselor
Vanguard Junior High School
Los Angeles, California

Mrs. Friendly Moore
Vocational Counselor
3225 29th Avenue, North
Birmingham, Alabama

Mrs. C. L. Nash, Jr.
Homemaker
3337 East Scarborough Road
Cleveland Heights, Ohio

The Reverend Andrew H. Neilly
143 Walsh Road
Lansdowne
Pennsylvania

Mrs. Lucretia M. Paschall
Counselor
Spingarn High School
Washington, D.C.

Mrs. V. E. Pindle
Junior High School Counselor
Highland Junior High School
Durham, North Carolina

Mrs. Grace Pleasants
Guidance Counselor
Armstrong High School
Richmond, Virginia

Mr. Edouard E. Plummer
Instructor
Wadleigh Junior High School
New York, New York

Mrs. S. Douglas Polhemus
Homemaker
East Northfield
Massachusetts

Mrs. Mary Attyberry Polk
Teacher
Beaumont Elementary Center
Saint Louis, Missouri

Miss Anne Queen
Secretary, Y.W.C.A.
University of North Carolina
Chapel Hill, North Carolina

Mrs. Marion Resnikoff
Guidance Counselor
Manhattanville Junior High School
New York, New York

Mrs. Victoria Ruiz
Director, Scholarship and Loan Program
ASPIRA
New York, New York

Miss Phyllis H. Schlafman
Assistant Principal and Guidance Counselor
Solomon Lewenberg Junior High School
Mattapan, Massachusetts

Mrs. Michael Scott
Homemaker
3237 East Monmouth Road
Cleveland Heights, Ohio

Mr. Theodore Smith
Machinist
Electrical Insulation Company
Copiague, New York

Mrs. Robert Spears
Homemaker
2885 Fairfax Road
Cleveland Heights, Ohio

Mrs. Ella Stapleton
Counselor
Spain Junior High School
Detroit, Michigan

Mrs. Estelle Stein
Guidance Counselor
Margaret Knox Junior High School
New York, New York

Mrs. Charles Stewart
Homemaker
17248 Arlington
Detroit, Michigan

Mr. Robert D. Storey
Attorney
118 Saint Clair, N.E.
Cleveland, Ohio

Mrs. E. Laura Stuart
Guidance Counselor
Bassett Junior High School
New Haven, Connecticut

Mr. Gerald E. Thomas
Guidance Counselor
Saint Louis Urban League
Saint Louis, Missouri

Mrs. R. B. Wheeler
Homemaker
3201 Chadbourne Road
Shaker Heights, Ohio

Mrs. Susie W. Wheeler
Curriculum Director
105 Fite Street
Cartersville, Georgia

Mr. William Youpee
Tribal Chairman
Fort Peck Tribes
Poplar, Montana

APPENDIX F

The names used in the sample recommendations and evaluations were contrived specifically for use in the samples and are not names of girls enrolled in the program.

August 23, 1966

Re: Exella Martin

Dear Mr. Holly:

It is with pleasure that we recommend unequivocally Exella Martin be admitted to Hilltop this fall. She is a person of rare sensibility, an explorer of ideas and a seeker of truths. Along with her evident intellectual strengths, Exella gives mature consideration to the vicissitudes of life and is resourceful in dealing with them. She should be an excellent member of the independent school community.

We enclose evaluations of her teachers in English, reading, mathematics, and physical education and of her Resident Tutor. We believe that these will be useful to you and to her teachers in providing the rationale for our recommendations and will also help her teachers to make plans for her academic and social needs at Hilltop School.

We shall be interested in following Exella's progress and hope that she will be responsive to and receptive of the many advantages that the Hilltop School offers.

Since the students did not know when they left Mount Holyoke whether or not they would be recommended to their schools, they will be anxiously awaiting word from you. We would appreciate receiving a carbon copy of your letter to Exella so we may know of your decision.

Sincerely yours,

Mrs. Oliver W. Kerr
Director

Student's Name: Exella Martin Subject: English (Advanced)

Of all the students I have taught this summer, Exella is the most outstanding. Her insight, originality, and fluency have enabled her to deal successfully with the most difficult assignments in an advanced class.

From her first paper, "Tribute to a Father," it was clear that Exella was very articulate in discussing feelings and relationships which many people never stop to analyze. As the summer has progressed, her work has become consistently stronger and more substantial. Always it is characterized by depth and maturity. Even on the simplest assignments her papers are distinctive because of the freshness of her point of view. She sees implications and is sensitive to nuances which escape many adults, and she is able to express these ideas in logically organized and forcefully expressed papers. I was amazed when she confessed that she didn't even write a first draft--only notes to guide her thinking.

Because she is a very stable, mature girl, her contributions to class discussion are often a steadying influence. More than once her common sense and incisive comments have changed the direction of discussions. Since she is rather quiet in manner and always tactful and considerate, the other girls respect her. Even though she is reserved, she never hesitates to voice her opinion or to disagree with the majority when she feels strongly about a subject.

Her intellectual curiosity and desire to produce good work have resulted in interesting achievements. When B. F. Skinner was mentioned in class one day, she became interested in learning more about his views and chose him as the subject for a required oral report. Her preparation was guided by a Resident Tutor, but Exella took complete responsibility and delivered a beautiful report with poise. Her enthusiasm for her subject was obvious.

The only weaknesses she has shown are purely mechanical. I don't think she has ever really applied herself in English until this summer, so her background in vocabulary, spelling, and punctuation is not strong.

Exella has been a great joy to work with. Not only has she given much of herself in English, but as a person she has much to offer. She responds very positively to suggestions and encouragement though she is independent in her thinking and does not rely upon the ideas of others. Her self-assurance and inner strength enable her to act without regard to what other people think, and because of her character, she will no doubt be a positive influence in boarding school. Even now she has definite ambitions and a deep commitment to helping her race.

This is a girl with great potential in English. With encouragement and challenge, she should develop into an outstanding student.

Student's Name: Exella Martin Subject: Reading

Exella has done very satisfactory work in reading this summer. Her diagnostic scores on entering the program were higher than average for the group, and showed good levels of reading comprehension, speed, and vocabulary. Her improvement has been steady, if unspectacular.

Her assets include a high degree of intellectual maturity and honesty, and a quiet sense of humor. She is able to master new information with ease. Her work in reading indicates no outstanding deficiencies, and she should require no further work in this area. In class she tends toward reticence, but this seems to stem rather from a desire for relevance than from shyness or lack of self-confidence. Both her manner and her output give one a favorable impression of competence and thoughtfulness.

Student's Name: Exella Martin Subject: Mathematics A

Exella is a quiet, independent student and she has done very well in mathematics at ABC. She came into the program with a fairly strong background in the traditional topics of algebra, but obviously had not studied the subject in depth. She was (and is) a fine technician, who has learned to work with accuracy.

Exella's greatest gain this summer has been in her increased understanding of basic unifying concepts. At times she seemed impatient at the idea of reviewing old topics and learning new terminology, but her work this summer has made her more perceptive and I think she realizes that fact. Her approach to problems is more mature and, with continued training in the theory and structure of mathematics, I believe Exella could become a top notch student. She needs to gain confidence in her new found ability, but I believe it will come with practice. I would not hesitate to place Exella in a good, solid Algebra II class.

In addition to a comprehensive review of Algebra I, using Modern Algebra-Book I by Dolciani, Berman, and Freilich, I was able to give Exella additional work on the following topics:

1. Factor and remainder theorems, synthetic division.
2. The point-slope form of linear equations, the midpoint of a line segment, and the distance between points in a plane.
3. Graphing quadratic relations--the circle, the ellipse, parabolas and hyperbolas.
4. The graphic and algebraic solution of pairs of equations involving 1 and 2 second degree equations.

Test Results

Diagnostic Test
Rank: 3 out of 22 in Group A
Total Score: 81 out of 100 credits
Arithmetic: 34 out of 40 credits
Algebra: 47 out of 60 credits

Final Examination
Rank: 1 out of 22 in Group A
Score: 85 out of 100 credits

Student's Name: Exella Martin Subject: Field Hockey

Exella is an attractive and pleasant person and is very easy to get along with. She seems to be quiet but mentally alert. Her coordination is a little better than average and she tries hard. I would classify her as a low-intermediate hockey player and an advanced beginner in tennis.

Subject: Swimming

Exella has certainly persevered in swimming! She was a non-swimmer in the beginning and had to work harder than most of the girls to overcome this fear. Her eagerness was a tremendous help to her for she did not learn quickly and might easily have become discouraged. When the random swimming groups were broken down into skill groups after the third week, Exella was placed in the lowest group. Again, she did not become discouraged but worked so hard that she advanced more than the others in her group. Even though she was very afraid of deep water, verbally expressing this fear while shaking, she conquered this fear when she saw her friends in the deep end. She now can swim in deep water and will venture into the deep end every chance she has!

Although she sometimes seems a little shy, she is very friendly and seems to have a wonderful attitude about herself and whatever she is undertaking. She always seems to me, to be sparkling!

Subject: Dance

Exella is one of those hardy souls who asked me for help after gym class and really meant it. She came to me early in the program and wanted to know if I would teach her to "dance." She had in mind the popular jazz style that is seen on TV. We worked for three or four afternoons after class. She couldn't come on Wednesday afternoon and she needed her free time, so our meetings didn't continue all summer. In that short time, she evidenced a great amount of courage and strength. She does not pick up the physical movement rapidly; she has average physical ability. However, she worked exactingly until she got it. In addition, she had enough wisdom to realize she couldn't handle all the different areas she was tackling and therefore eliminated one (dance) that I know of. She was a pleasure to work with and we both enjoyed our meetings.

Student's Name: Exella Martin Resident Tutor's Report

Exella Martin is an outstanding ABC student. She is mature and responsible and is always pleasant and well-mannered. She displays intelligence in her actions and comments as well as in her studies. She is sensitive, cooperative, and conscientious and is able to quickly adapt to a situation. Exella maintains her composure while entertaining a guest and is a very gracious hostess.

Exella is well-liked by the other girls in the program. She is more serious than many of the students in the program, and her friends tend to be the more serious-minded students. Exella is very interested in creative writing, and many girls here admire her for her ease of self-expression in writing. She has the ability to express her thoughts and emotions very easily both in speech and in writing. She has started many serious discussions within the group and has ably stimulated interest in these discussions. All of her comments are sincere, stated with emotional backing, and relevant to the discussion. Exella has an amazing perception of other people and of situations, and she is able to put these perceptions into words. She is aware of her experience and how she can draw examples from her experience to enlighten her points. She has a very inquisitive mind and seeks opinions of those older than herself when she is puzzled or has an unsure reaction.

Persistence and hard work are two qualities which Exella displays in her studies. She is not easily discouraged, but she is easily encouraged. She does not give up easily when faced with a problem, but she will seek help when she feels it is essential. Exella has good study habits, makes use of her study time, and generally does not have trouble completing assignments within the allotted time. She is pleased by her successes, but yet is modest in talking of them. Exella enjoys reading and studying and her attitude toward academics is excellent. She has the ambition of teaching upon the completion of college.

Exella has much sensibility about her actions and comments and is respected by her peers for these qualities. She has intellectual status within the tutor group, but this serves more to bring her into the group than to isolate her from it. Exella is not an outgoing social leader within the group, but she is outspoken when she feels she should be. She had become close friends with most of the girls in the group and these friendships are not superficial.

Exella is a very attractive girl and she takes care to be clean and neat in dress. Her personal standards are commendable. She is always cooperative, responsible, and trustworthy. She is honest and sincere at all times and has great personal integrity.

Exella is looking ahead through private school to college. She is a hard worker and has the power to succeed. She is motivated, but her motivations are well thought out. I have no doubts about Exella's ability to succeed socially in the private school situation. She has made an excellent adjustment to the community living of the ABC program. She is a very enjoyable and interesting girl to work with and to talk with. She is earnest in her thoughts, words, and actions. She is orderly in her work and is diligent in sports, academics, and other group activities. Exella is an intelligent yet socially well-rounded young lady, and it has been a joy having her in my tutor group.

August 27, 1966

Re: Candida Rogers

Dear Mrs. Salisbury:

With confidence in her willingness to apply herself diligently and effectively to the task of succeeding at an independent school, we recommend that Grace Academy admit Candida Rogers this fall. Candida is a girl who places a high value on learning and who approaches it in a single-minded fashion. She is self-disciplined to a fault, polite and courteous to the point of appearing insincere and superficial. Candida's great strengths have proved to be her greatest weakness, for she has little tolerance for others who are less diligent, who appear to be less dedicated to the goal of academic excellence.

We believe that Candida has sufficient ability and sense of purpose to excel as a student but she will need understanding and patient guidance if she is to develop as a well-integrated personality.

We enclose evaluations of her teachers in English, reading, mathematics, and physical education and of her Resident Tutor. We believe that these will be useful to you and to her teachers in providing the rationale for our recommendations and will also help her teachers to make plans for her academic and social needs at Grace Academy.

We shall be interested in following Candida's progress and hope that she will be responsive to and receptive of the many advantages that Grace Academy offers.

Since the students did not know when they left Mount Holyoke whether or not they would be recommended to their schools, they will be anxiously awaiting word from you. We would appreciate receiving a carbon copy of your letter to Candida so we may know of your decision.

Sincerely yours,

Mrs. Oliver W. Kerr
Director

Student's Name: Candida Rogers Subject: English (Advanced)

Candida is a complex girl with very evident strengths and weaknesses. In English her present level of work is above tenth grade average. Not only does she work very hard, but she is able to utilize her talents because of sound study habits and unusual self-discipline.

In addition to her intellectual maturity, she is able to think on an abstract level, express her ideas fluently and forcefully, and organize complex ideas effectively. She also can distinguish relevant from irrelevant details. Her writing is precise although sentence structure at times becomes so involved that it's difficult to untangle the meaning. In class she is always involved in discussion, frequently raising provocative questions and contributing comments which show that she has given careful thought to the subject. Her reading comprehension is equally impressive. Throughout the summer she has demonstrated an ability to work well without supervision. She is independent in every sense of the word.

There are areas, however, in which Candida needs more practice. On class tests and examinations she usually works slowly; as a result, her essays are sometimes inadequately developed or incomplete. She also needs more experience in choosing good specific illustrations to support her views.

You will find that Candida is an impressive student, but she can be difficult to work with. Because of her strong personality she sometimes shows a rigidity in thinking and in behavior. Her manner often seems pedantic and other students bristle at this, both in and out of class. She is hard on herself and often lacks patience and tolerance of other people. But I think she has great potential as an individual though it will take time and patience on everyone's part for Candida to work out her own problems. Because of her mature interests, many girls her age do not satisfy her needs; she spends much of her time studying because she does not mix easily with her peers. Yet she does enjoy people and she needs them though she may be reluctant to admit it. By nature she is reticent and doesn't reveal her inmost feelings, but she does need someone with whom she can speak freely, someone who will listen. Often her rather harsh comments to the girls around her come from her own frustrations rather than an intentional desire to hurt someone else. Basically, she is a very thoughtful person.

No doubt she will be trying to work with at times, but I have found her a very rewarding student to teach because of her eagerness to learn and her genuine intellectual curiosity. She is an individual to whom one responds very strongly. Personally, I have enjoyed her very much. She has a rich sense of humor, an amazing objectivity about herself, and a directness and honesty that is admirable. She will be a challenge, but she will also give a great deal to any school.

Student's Name: Candida Rogers Subject: Reading

Candida attempts to overachieve. She is meticulous in completing her homework, and questions with a thoroughness that verges on carping. These qualities apparently stem from an inordinate desire for the explicit, and in a less extreme form would not be undesirable. She has done much more work than was required of her, and has made quite substantial improvements in her reading vocabulary and in the speed of her comprehension.

In the last week of the summer, Candida suddenly relaxed her almost dreary seriousness to give evidence of an unexpected sense of humor and irony, and if this trend is encouraged, she could become a very strong student indeed.

Student's Name: Candida Rogers Subject: Mathematics A

Candida is a rather unique youngster. She has all of the virtues--she is honest, hard-working, dependable, conscientious, well-motivated, yet she makes these things seem so grim and joyless that one almost wishes for a little less virtue.

Candida is highly motivated, and terribly anxious for fear that she won't succeed. If she gives the impression that she is a little contemptuous of some of her peers and their standards, it is just a pose, easy to see through when one notices the strained desperation in her eyes.

Candida is a fine, worthy girl. If she could slightly relax her efforts to excel, and perhaps learn to laugh at herself a little; if she could make some close friends, and be a little less literal and a little more intuitive about things, she would have a great deal to offer. I have high hopes for this interesting, unusual young person.

Candida has thoroughly reviewed algebra I this summer, using as her text Modern Algebra-Book I by Dolciani, Berman, and Freilich. She should be able to do good work in an average section of mathematics 10 or algebra II.

Test Results
Diagnostic Test
Rank: 7 out of 22 in Group A
Total Score: 73 out of 100 credits
Arithmetic: 36 out of 40 credits
Algebra: 37 out of 60 credits

Final Examination
Rank: 12 out of 22 in Group A
Score: 51 out of 100 credits

Student's Name: Candida Rogers Subject: Field Hockey

Candida is a serious-minded girl who tries hard to make a good impression and have people think well of her. This is carried even to the extent of phrasing her jokes very carefully. She has loosened up a little bit this summer but would probably be happier if she could learn to relax a lot more and enjoy life. She has fair coordination, is attentive in class and practices hard. Through her efforts she has attained the skill level of a low-intermediate hockey player.

Subject: Swimming

During one of our conversations, Candida pretty well summed up her own attitude in a passing sentence. She said, with that condescending tone in her voice: "I seldom experience the same emotions as other people." Candida needs desperately to learn that life cannot be constant drudgery and work. Although I do want my students to work in swimming, I want just as much for them to learn to swim so that they can experience fun in the water. And even though Candida learned to swim this summer, I feel as though I've failed her, for swimming was never more than work for her. She attacked swimming as she would have gone about tackling an academic class. She worked to get her skills checked off as she might have worked for academic grades. She worked on her own skills so much that she was not willing to give of her practice time to help others who were not even as advanced as she. She never once played in the water but practiced every single minute. I was anxious to see how Candida would respond at the Splash Party, but she didn't come--she was back in the dorm studying.

She is extremely polite and well-mannered, especially respectful of adults and especially, I feel, trying to impress them. She would often ask questions not to ask questions but to impress her audience. She did anything but impress her student audience. Even in swimming, she would ask such ridiculous questions that the girls would outrightly laugh at her, but she seemed not to hear them. As I have seen her this summer, Candida has given little or nothing of herself to her own peers. She is going to be one very unhappy girl if she doesn't learn to accept people and to give of herself to others.

Student's Name: Candida Rogers   Resident Tutor's Report

Candy is a serious-minded girl who was dedicated to achieving high academic success during this summer ABC Program. She is self-motivated and has to be reminded not to exert all her efforts on studying. Candy seemed to be under tremendous pressure to do well academically. This pressure was created largely by Candy herself and attributed partly to her striving to please her parents. She could not relax and in swimming class this inability to let herself go prevented her from attaining progress. She has been accustomed to working hard and being rewarded with excellent grades and high achievement. She becomes very upset and angry with herself when her goals of excellence are not reached. When Candy heard that she had performed poorly on the French placement examination for Grace Academy, she cried and became very depressed. Though this issue was not mentioned recently, it took lengthy discussion with Candy to convince her that this decision would actually be the best for her. Her piano instructor observed that upon occasion Candy became frustrated in practice sessions and slammed down the keys. Discouragement caused Candy only to work harder, rather than remain dissatisfied with her performance.

Candy did not confine her intellectual exercise to the established class and study hall hours. Candy could always be depended upon to ask serious and thoughtful questions at assemblies and during such weekend activities as our trip to Sturbridge Village. She willingly initiated discussions of religion and other serious subjects. Her pet question posed to guests at the social hour after dinner was, "What fascinates you about English?" (for example, if our guest were an English professor). Candy enjoys writing poetry and keeps a folder of her creative writing.

During the few days before classes began and after they ended this summer, Candy was extremely outgoing, cheerful, helpful to and considerate of other members of her tutor group and was quite popular. Yet during most of the summer when Candy trapped herself under that academic pressure, she was not at all popular with her peers. The maturity of her thinking and her absorption with academics separated her from the others. She assumed a superior attitude toward them and they in turn laughed at her use of uncommon vocabulary words and dramatic expressions of courtesy which made her appear ridiculous. Rather than tolerate her peers and fully explain herself to them, Candy "gave up" on them and withdrew from the group. She looked for solitude and studied during free time when other girls relaxed and got to know one another better. Candy was always too busy writing letters or completing assignments, which were always done with great care, to gather with members of her tutor group during the after-study break.

Candy must be convinced that group activities and discussions need not be for her a waste of time. She needs to make friends who have interests that are similar to her own. She has to work more quickly and be satisfied with completing her assignments in a manner that is a little short of perfection. She has to learn how to relax and lessen the inner pressure that keeps her tied up within herself. Hopefully, from her experience this summer Candy will learn and practice some of these lessons in her new environment in the fall. She is very much aware of her own strengths and weaknesses and listens willingly to constructive criticism. She told me that she hopes to go to the piano as a release from academic pressures. Perhaps her religious beliefs, which she has recently been examining intellectually, may help her escape these pressures. Her desire to have friends is evidenced in her mad rushing about during the last days of ABC to collect autographs from all the ABC girls. She wants desperately to share her ideas with other girls who will respect them.

I know that Candy is capable of doing very, very well academically at Grace Academy. She has much in the way of creative ideas and a pleasing personality to contribute in a group and she will, I am sure, find that she can benefit from group living at independent school. Her actions during the last few days of ABC reassured me of the fact that she does not want to be--nor is she--an introvert. She is a charming girl who must adjust herself to both the academic and social demands of independent school.

August 26, 1966

Re: Cynthia French

Dear Mr. Burton:

Cynthia French's poor academic showing this summer reflects her very weak academic background, her youth and emotional immaturity. Cynthia had little preparation for the kind of intellectual challenge the program presented and her lack of adequate study skills and need for increased self-discipline were apparent throughout the summer.

Cynthia is aware of the fact that her level of achievement was low and she grew increasingly more anxious during the latter weeks of the program about the possibility that she would not be recommended. We believe that she has grown a little during the summer and in the only ways that she knows how, she has tried. Certainly she must be considered a risk. She will require patience, understanding, and special tutoring in mathematics. But we are unanimous in our hope that the school will give her the chance she needs and wants--the chance to try to succeed at Clinton School.

We enclose evaluations of her teachers in English, reading, mathematics, and physical education and of her Resident Tutor. We believe that these will be useful to you and to her teachers in providing the rationale for our recommendations and will also help her teachers to make plans for her academic and social needs at Clinton School.

We shall be interested in following Cynthia's progress and hope that she will be responsive to and receptive of the many advantages that the Clinton School offers.

Since the students did not know when they left Mount Holyoke whether or not they would be recommended to their schools, they will be anxiously awaiting word from you. We would appreciate receiving a carbon copy of your letter to Cynthia so we may know of your decision.

Sincerely yours,

Mrs. Oliver W. Kerr
Director

Student's Name: Cynthia French Subject: English

Cynthia is a weak, immature little girl who tries, when she knows what to do, with pathetic diligence, who needs reassurance more than trite smiles can suggest, and who possesses warmth in quantity more than enough to make one wish he could see real ability in her work.

This is not to state that she has none; I feel only that a lack of training and growing have kept Cynthia so far removed from the demands of an English class that it is difficult to judge her ability. In the attached poem, for instance, there is a good sense of order, of language, of feeling, stimulated by emotional response; but there is also in the attached essay a clear statement that Cynthia finds it impossible to deal yet with any form of abstraction.

If we had graded the summer's work, she would have failed nearly all pieces, including the three examinations. She is weak in most mechanical and structural areas and needs tutoring, although I am not certain that she is able to respond to the formally organized presentation of material and feel that she will benefit most from consideration of mistakes as they appear in her papers, where she can rework for obvious improvement.

She has tried very hard to succeed, and it is possible that the regular curriculum contained too much that was new. In any event, I must refer the reader of this evaluation to her poem, which in its clear but crowded-together lettering, its sincere but pathetic appeal, tells almost too much about Cynthia. She needs not a tutor or teacher really, but a very good friend who can be both gentle and firm and can help her grow. I do believe she has some ability, and I am hopeful she will eventually succeed.

Subject: Reading

Cynthia's work in reading this summer was marked by slight progress in comprehension as measured by the Cooperative English Test. Her work in class was sporadic as was her homework. She completed few of the individual drill exercises and did not even turn in the book at the end of the session. She manifests doubt about her own worth and she is very insecure when called upon in class. She seemed highly motivated for success but did not seem to recognize that hard work was the way to achieve it. Her understanding of structural grammar was poor mainly because she did very little of the assigned work. Her work in study skills was barely adequate. She does have a good deal of personal magnetism and warmth.

Student's Name: Cynthia French Subject: Mathematics

Cynthia entered the ABC Program with a very poor foundation in mathematics. The Diagnostic Test revealed that she was weak in the use of the fundamental operations with whole numbers, fractions and decimals. She was placed in the Pre-Algebra Class.

Cynthia showed little interest in her work and did not prepare assignments carefully. After much prodding, she decided to cooperate with the group. Her work slowly improved and she developed a better attitude toward the class. However, it seemed to be very difficult for her to retain subject matter. One day she would solve a problem correctly and the next day she would treat the same type of problem as if it were something entirely new.

Cynthia will need a great deal of individual attention and tutoring in order to pass ninth grade algebra. I would suggest placement in a slow class if possible. In the Pre-Algebra Class she studied arithmetic and the introduction to algebra as presented in Chapters 1, 4, 5, 6, 7, 8, 9, 11, 12, 13, 16, and 18 of Introduction to Mathematics by Brumfiel, Eicholz and Shanks.

Test Results
Diagnostic Test
Rank: 4 out of 4 in Group C
Total Score: 7 out of 100 credits
Arithmetic: 7 out of 40 credits
Algebra: 0 out of 60 credits

Final Examination
Rank: 4 out of 4 in Group C
Score: 63 out of 100 credits

Student's Name: Cynthia French Subject: Field Hockey

Cynthia is very moody and shows her moods. Some days she is disappointed and depressed about something and all her actions show it. Other days she is very happy and bounces around with a smile on her face. She is pleasant, courteous, and full of fun when she is in a good mood. She is boy crazy in the true sense of the word, more so than seems to be normal for her age. The subject of boys is mostly what controls her moods and certainly constitutes the basis of all her conversation. She is fairly well-coordinated and has achieved the level of a low-intermediate hockey player.

Subject: Swimming

Cynthia French has been the success story of the summer as far as swimming goes! She was definitely one of the most fearful students in the beginning of the summer yet it was obvious that she was really trying to overcome her fear. She elected to take swimming during her Wednesday afternoon activity period, and she also came to nearly every extra swimming time. She would promise me at the end of one day that she would be able to do the next skill on the following day, so I know that swimming was very much on her mind when she was in water and on land! She would usually keep her promises too, for they were quite realistic; actually her progress for the first five weeks of swimming was very slow. She wanted attention very much, too, but she was so sincere in her efforts that she tried to make the most of her moments in the water. Even with her marvelous effort, she was way behind the others as her fear kept her clinging onto the wall or grabbing for other people. Other students would offer to help her, but she would only trust the Resident Tutor or me. At the end of the fifth week, I tried becoming "angry" with her; and though I could hardly believe my own eyes, Cynthia French swam. The next day, she made it all the way across the pool, and, having put her fear aside completely, began to play with the others in the water. She ended the summer by swimming better than most in the low skilled class. Her concern for others was very real and wonderful. In her own way, she would try to help others who were then having more trouble than she; but in her unknowing way, she would actually hinder them more than help them. I was surprised that she could so quickly forget how she had reacted herself when the others had tried to help her; but she was so sincere in trying to help the others! I think this is an indication of the genuineness of her feeling for other people yet her lack of really being able to look outside herself to understand their needs. Everything, to her, is very much in terms of Cynthia French--but her heart is big, and she'll learn.

Student's Name: Cynthia French Subject: Dance

Cynthia is rather paradoxical. She works quite well once she gets started, but she often never gets started in normal situations. On Wednesday afternoon she worked very well although she was often late and sometimes came to the wrong class. Her movements sometimes reflected this lack of focus also. Gym class was another story; here she only worked when she felt like it. She didn't try to sneak out of working as some did, but she just didn't. When reprimanded she would protest and then begin. Sometimes I think she felt as though she were a special case for whom I should make exception.

When I took her group to Sturbridge, she proved the least thoughtful. Usually she lagged behind. However, when it came to meeting people, whether it was boys her own age or a TV personality, she was the most aggressive of the group. Most likely these self-centered actions and lack of focus and energy to do what is unappealing are a function of age and she will grow into the more perceptive individual that she sometimes is now.

Student's Name: Cynthia French Resident Tutor's Report

Cynthia is young. This is the source of her present weaknesses and also the source of hope for her development. This summer she was not a serious problem, but neither was she especially strong. She has never exerted herself very much, whether for causes or individuals, and she needs to discover the vast possibilities of stretching and giving of oneself.

Cynthia's sunny, outgoing personality and eagerness to participate largely disappeared once the program was under way and once she discovered that much was going to be expected of her. One blow early in the program was her poor performance in math. Noticing this, I checked her work with her several nights and found she was simply careless. She may have had poor training in her subject matter, but her study habits are more to blame for her academic troubles. She has little discipline, finds it difficult to settle down to study hall and to concentrate, and gives up easily. When others do better than she, she rationalizes to escape blame. It is clear, however, that she realizes some of her basic weaknesses and that this realization has caused her much anxiety about "making it" to Clinton. I think she needs to be shown with a good deal of firmness that she must put forth more effort and use that brain of hers to achieve better results. Her satisfaction with mediocrity stems from her belief that she cannot do any better. She must be worked with patiently, too, for she can be extremely stubborn (even in the swimming pool) and refuse to try; but she does respond to encouragement in large, patient doses.

Within the tutor group, Cynthia has often been moody and reticent to join the regular group activities. She said she thought the things she had to do were more important (but most of her free time activity centers around taking care of her appearance). She has not reached out to make friendships this summer, has been late for meetings and unaware that she should feel any responsibility toward the community, and has often appeared bored with group discussion unless the topic of conversation is young men (she's at the silly-over-boys stage). When she does hold an opinion it is often very selfish or skeptical and she is defensive about it. However, because she was not a disruptive force--only a self-centered complainer--the other girls have not been influenced by her outlook.

Other signs of immaturity are evident. Cynthia is frankly fascinated with her new figure, is easily frightened at night, and shows signs of having been babied. It is hard to interest her in anything so that she will pursue it on her own. Cynthia simply hasn't developed a real sensitivity to the world around her yet. She responds to few things and people in a way that is more than superficial.

I use the word "few" advisedly, because Cynthia does form special attachments to a few people. These bolster her and bring out a whole new personality. She is a charmingly affectionate girl and when she likes someone she goes out of her way to be thoughtful. She is well-mannered and well-groomed and seeks approval quite openly. She is not a difficult girl to love and because she can be spirited, kind, and eager to participate when she wants to, one wants all the more to see her grow and discover her very real potential. Patience, and Cynthia may bloom.

APPENDIX G

Name .... Exercises for Family of Man

1.) Select one picture from pages 146, 148 or 149 (be sure to state which one you're using). Pretend that you are one of the characters and, using the first person, write what is going through your mind at the time of the picture.

2.) Look at the strip of pictures on page 40. Number each and write quotations that each of the children might be saying as the action of the pictures takes place.

3.) Look at the picture on 109. Then write what you think is going on, giving reasons for each of your statements.

4.) Look at the picture on pages 68 and 69. You are standing, let us pretend, next to a friend who is blind. He asks you to describe what you see. Write out what you would tell him, in one or two paragraphs. Suppose then that he nods and tells you what he had been thinking before you began to speak. Remember that he will be hearing sounds, perhaps smelling the air, feeling the ground under his hands and feet, sensing changes in temperature, and so forth. Write a paragraph or two saying what he was experiencing before you told him what you saw.

5.) In the picture on page 102 a man, alone, is playing on a mandolin. Make up words for the song he sings.

6.) Select a picture that you think is especially expressive and write three questions that you would like to have answered by the photographer or the people in the picture.

A Characterization Exercise

1.) On their silver wedding day Ashurst and his wife were motoring along the outskirts of the moor, intending to crown the festival by stopping the night at Torquay, where they had first met. This was the idea of Stella Ashurst, whose character contained a streak of sentiment. If she had long lost the blue-eyed, flower-like charm, the cool slim purity of face and form, the apple-blossom coloring, which had so swiftly and so oddly affected Ashurst twenty-six years ago, she was still at forty-three a comely and faithful companion, whose cheeks were faintly mottled, and whose gray-blue eyes had acquired a certain fullness....

Ashurst, rather like a bearded Schiller, gray in the wings, tall, long-legged, with large remote gray eyes which sometimes filled with meaning and became almost beautiful, with nose a little to one side, and bearded lips just open--Ashurst, forty-eight, and silent, grasped the luncheon basket and got out too.

"Oh! Look, Frank! A grave!"

2.) The Captain was a tall man of about forty, gray at the temples. He had a handsome, finely knit figure, and was one of the best horsemen in the West. His orderly, having to rub him down, admired the amazing riding muscles of his legs.

For the rest, the orderly scarcely noticed the officer any more than he noticed himself. It was rarely he saw his master's face: he did not look at it. The Captain had reddish-brown, stiff hair, that he wore short upon his skull. His mustache was also cut short and bristly over a full, brutal mouth. His face was rather rugged, the cheeks thin. Perhaps the man was the more handsome for the deep lines in his face, the irritable tension of his brow, which gave him the look of a man who fights with life. His fair eyebrows stood bushy over light blue eyes that were always flashing with cold fire.

a. Which methods of characterization has each author used? Give examples.

b. Has the author's point of view in any way limited his choice of methods?

c. Compare the methods which each author has used. Is physical description used for a different purpose in the first selection from that of the second? What is that difference?

d. Are there other differences in the use of the same techniques? What are the reasons for these differences?

e. For what other purpose than simple characterization was each passage written?

Subordination

Name ....

The following passage consists of ten sentences. Not all are equally important. Choosing from these words: ALTHOUGH, AS, BECAUSE, SINCE, WHERE, WHEN, and HOW, but not AND or BUT, combine the following ten sentences into five or fewer sentences. You may cut out words or rearrange them.

The witch was making something special. I came into the cave and sat down to watch. The bubbling in the kettle had stopped. She put on some more wood. She got down a few more frog's whiskers and threw them in. I don't know where she had bought them. I tried to stand up. Sixty-three bats suddenly grabbed me and put me in the pot. I asked what she had in mind. She said Hungarian Goulash and I told her I was Czechoslavakian.

Write five sentences to describe what is going on in the picture on page 67 of Family of Man.

....

....

....

....

....

....

Now, number the sentences for their importance (number one for most important, etc.). After you have finished that, combine all five sentences into one without using semi-colons, and's, or but's.

....

....

....

....

Name ....

Connotation and figurative language

In the groupings of words in this section, the right-hand column has been drawn from Animal Farm. Be prepared to tell what the difference is between the word in the left column and its pair in the right.

1.)	say	utter
2.)	say	express
3.)	confess	admit
4.)	obsolete	superannuated
5.)	change	adjustment
6.)	state	declare
7.)	small eyes dashed back and forth	little eyes darted back and forth

Give two examples of word pairs that are similarly interchangeable but carry different connotations.

.... and ....

.... and ....

Fill in the blanks, trying to be as original as you can.

1. busy as ....

quick as ....

thirsty as ....

long as ....

2. walks like ....

talks like ....

looks like ....

cooks like ....

3. School was like ....

Home reminded me of ....

My teacher taught science like ....

....

He played trumpet like ....

4. .... like the Foreign Legion in a Tarzan movie.

5. .... like picking up cocoanuts with tweezers.

6. He stomped down the stairs like ....

7. She pedaled her bicycle like ....

Name .... Connotations

Following is a story. Above each underlined word, write an ordinary equivalent: for example:

Horse
~~steed~~

Mounting the metallic risers of his domicile, he urged up the sash with substantial energy output and wafted aside the filigreed synthetics. "Mater," he pronounced in his own idiolectic tones, "your solitary offspring has arrived."

"Mon cher," she replied, "no means of entrance? Flying from enforcement? Take egress!"

Describe below how you felt when you got up this morning. In number 1 pretend that you are writing for your English teacher. In number 2 pretend that you are describing the same thing in a letter to your best friend.

1) ....

....

....

....

2) ....

....

....

....

Write below the acceptable equivalents of the words on the left.

cop ....

car ....

chicken (man) ....

mad ....

junk ....

If you wrote any words in the section before this, take five points off your mental score. All those words are perfectly acceptable English. Stiff English is not good English. Good English is clear and comprehensible by educated people, that's all.

Name .... Classification Exercise

A classification is a way of grouping ideas, objects, words, concepts, so that we state a similarity or connection between them. Classifications are useful in organizing material, in defining different concepts, and in discovering new relationships. They are also of use in describing to us the ways in which a person's mind may work.

For instance, if you were asked to describe the classification in which these words belonged:

YELLOW SCARLET

you might well say COLORS. A doctor, however, might say FEVERS.

Similarly, for you these words: CARBON HEAT BRIGHTNESS would mean one thing, perhaps another to a spotlight operator at a Hollywood premier, and certainly something different to a dealer in diamonds.

How would you describe the classification in which the following words belong?

BOOK LINE SHEET FORM

An accountant might say BOOKKEEPING, but a frequent visitor to race tracks would respond otherwise.

Following is a list of words. Write "1" beside those words you feel are in the same classification as BARLEY, "2" beside those in the same group as BRICK, and so on. You must find at least three connected words, including the original, for each classification. As you number write on the lines below a description (for example, COLORS) of the classification of the words by which you've put that number. Try to use all the words and to be brief and accurate in your classifications.

barley
charcoal
crayons
gram
marble
paint
pint
pound
rye
wheat
gallon

brick
chord
dyne
horsepower
ounce
pane
plaster
quart
sash
window

chalk
clay
erg
level
melody
phrase
plumb
straw
square
wood

1 ....

2 ....

3 ....

4 ....

5 ....

6 ....

7 ....

8 ....

9 ....

10 ....

11 ....

12 ....

Name ....   Classification exercise

Write suitable examples after each of the following classifications.

1. decimals (give 3 examples) ....

2. trees (6) ....

....

3. elements (5) ....

....

4. negatives (5) ....

5. people (3) ....

6. groups of years (3) ....

7. arts (5) ....

....

Give the classification of each of the following groups of words.

1. kangaroo, opossum, wombat ....

2. excise, income, sales ....

3. they're, their, there ....

4. brick, root, ginger ....

5. X-ray, ultraviolet, infra-red ....

6. mile, foot, parsec ....

7. vein, artery, capillary ....

8. faucet, rheostat, potentiometer ....

9. --duce, --vent, --mit ....

10. mile, foot, micron ....

Final English Examination - ABC Program
August 19, 1966 - 2 hours

Instructions: Answer all questions in your examination bluebooks, numbering each book used and being certain that on the cover of each your name and the name of your English teacher appear. Answer fully and leave yourself some time at the end of each section to proofread and edit your work.

Part I: 45 minutes

Read the following poem several times carefully before you attempt to answer the questions which follow. Be certain that your answers are complete and that you have supported your statements with specific references to the poem wherever possible. In the right hand column are suggested definitions or replacements for some of the more difficult words.

Auto Wreck

by Karl Shapiro

Its quick soft silver bell beating, beating,
And down the dark one ruby flare
Pulsing out red light like an artery,
The ambulance at top speed floating down
Past beacons and illuminated clocks
Wings in a heavy curve, dips down,
And brakes speed, entering the crowd.
The doors lift open, emptying light;
Stretchers are laid out, the mangled lifted
And stowed into the little hospital.
Then the bell, breaking the hush, tolls once,
And the ambulance with its terrible cargo
Rocking, slightly rocking, moves away,
As the doors, an afterthought, are closed.

We are deranged, walking among the cops
Who swept glass and are large and composed.
One is still making notes under the light.
One with a bucket douches ponds of blood
Into the street and gutter.
One hang lanterns on the wrecks that cling,
Empty husks of locusts, to iron poles.

deranged - irrational
douches - washes

Our throats were tight as tourniquets,
Our feet were bound with splints, but now
Like convalescents intimate and gauche
We speak through sickly smiles and warn
With the stubborn saw of common sense,
The grim joke and the banal resolution.
The traffic moves around with care,
But we remain, touching a wound
That opens to our richest horror.

tourniquet - pressure to stop severe bleeding; gauche - awkward
saw - cliché
banal - trite

(more)

Already old, the question Who shall die?
Becomes unspoken Who is innocent?
For death in war is done by hands;
Suicide has cause and stillbirth, logic.
But this invites the occult mind,
Cancels our physics with a sneer,
And spatters all we know of denouement
Across the expedient and wicked stones.

occult - secret
denouement - justice

Questions on the poem:

1.) How does personification of the ambulance set the mood of the poem?

2.) What are the other important metaphors or similes of the poem? What new ideas does each add to the horror of the poem?

3.) What is the purpose of the first 14 lines?

4.) Explain the meaning of the questions the poet asks; in other words, what is he trying to say in this poem?

Part II: 30 minutes

A. In the following passage the author has characterized a young woman. Identify as many devices of characterization as you can find, quoting passages, which you label according to their usage and commenting on how each example aids you to see the character as the author does.

from Points of My Compass
by E. B. White

Behind me I heard someone say, "Excuse me, please," in a low voice. She was halfway into the building when I turned and saw her--a girl of sixteen or seventeen, politely threading her way through us onlookers who blocked the entrance. As she emerged in front of us, I saw that she was barefoot, her dirty little feet fighting the uneven ground. In most respects she was like any of two or three dozen showgirls you encounter if you wander about the winter quarters of Mr. John Ringling North's circus in Sarasota--cleverly proportioned, deeply browned by the sun, dusty, eager, and almost naked. But her grave face and the naturalness of her manner gave her a sort of quick distinction and brought a new note into the gloomy octagonal building where we had all cast our lot for a few moments. As soon as she had squeezed through the crowd, she spoke a word or two to the older woman, whom I took to be her mother, stepped to the ring, and waited while the horse coasted to a stop in front of her. She gave the animal a couple of affectionate swipes on his enormous neck and then swung herself aboard. The horse immediately resumed his rocking canter, the woman goading him on, chanting something that sounded like "Hop! Hop!"

B. Identify the point of view of each of the following three passages, being careful to mark your answer B1, B2, and B3.

(passages on next page)

II. B.

1.) Throughout the afternoon, her expression never changed. Though he had watched her intently, hoping for some signal by which he would know she had recognized him, her eyes remained somehow lost beyond the windows, where in the easy sweep of surf she might have imagined a dozen adventures more interesting than the patient stares of a drab young man.

2.) None of them knew the color of the sky. Their eyes glanced level and were fastened upon the waves that swept toward them. These waves were of the hue of slate, save for the tops, which were of foaming white, and all of the men knew the colors of the sea.

3.) They encamped around dusk, each man drawing slowly from the line to form the tedious but necessary circle of safety, and as it grew dark each unrolled his blanket upon the Cavalry poncho and, his face thoughtful, lay down to sleep.

Part III: 45 minutes

Read the quote below carefully. Decide whether or not you would support the statement. Then write an essay either defending or attacking the idea expressed, using specific examples from your reading or your experience wherever possible. You are urged to make preliminary notes.

> "Personal relationships are despised today. They are regarded as bourgeois* luxuries, as products of a time of fair weather which has now passed, and we are urged to get rid of them, to dedicate ourselves to some movement or cause instead. I hate the idea of dying for a cause, and if I had to choose between betraying my country and betraying my friend, I hope I should have the guts to betray my country."
>
> --E. M. Forster

*middle-class

APPENDIX H

NAME________________________

ABC Program, Mount Holyoke College

Diagnostic Mathematics Test 90 minutes

Directions: Do all of your work on this paper. Write your answers in the spaces at the right.

1. Combine: $5.728 + 143 - 30.01$ 1. Ans__________

2. Combine: $\frac{7}{15} + \frac{5}{3} - \frac{5}{6}$ 2. Ans__________

3. Multiply $3\frac{5}{9}$ by $\frac{3}{4}$ and leave your answer at lowest terms. 3. Ans__________

4. Divide $\frac{2}{3}$ of $\frac{1}{3}$ by $2\frac{1}{2}$. 4. Ans__________

5. Divide .276 by 1.2 and express the result as a percent. 5. Ans__________

6. Change 16% to a fraction at lowest terms. 6. Ans__________

7. Express as a decimal: $\frac{11}{8}$ 7. Ans__________

8. $\frac{1}{3}$ is $\frac{2}{3}$ of what number? 8. Ans__________

9. Find the ratio of 12 minutes to 120 minutes. 9. Ans__________

10. Find 110% of 77. 10. Ans__________

11. Find the average of 36, 47, and 13. 11. Ans__________

12. If a certain number is divided by 12, the quotient is 12. What is the number? 12. Ans__________

13. Which is larger, $8(0 + 1)$ or $8(0) + 1$? 13. Ans__________

14. Change 6 ft 6 in to yards. 14. Ans__________

15. If 3 balls of the same kind cost $1.17, how much do 2 balls cost? 15. Ans__________

16. On a certain day the temperature was 68° at 8 A. M. If, during the day it rose 14 degrees and then dropped 8 degrees, what was the temperature then? 16. Ans__________

17. Find the prime factors of 270. 17. Ans__________

18. Find the greatest common divisor of 35 and 98. 18. Ans__________

19. Find the lowest common multiple of 26 and 36. 19. Ans__________

20. Add $2^3 + 3^2 + \sqrt{9}$. 20. Ans__________

21. Simplify: (a) $-3n - 4n + 2n$ 21. (a)__________

(b) $(-3n)(-4n) + 2n$ (b)__________

(c) $-3n - 4n(2n)$ (c)__________

(d) $(-3n)(-4n)(2n)$ (d)__________

22. Simplify: $(3x + 1)^2 - (3x - 5)(3x + 7)$ 22. Ans__________

23. If $a = \frac{2}{3}$ and $b = \frac{3}{4}$, find the value of

(a) $a + b$ 23. (a)__________

(b) a^2b (b)__________

(c) $(-a)^3$ (c)__________

(d) $\frac{a}{b}$ (d)__________

24. Simplify: $\frac{3}{x - 2} + \frac{5}{x} - 2$ 24. Ans__________

25. Factor each of the following: 25.

(a) $x^2 - 10x + 25$ (a)__________

(b) $x^2 + 5x - 36$ (b)__________

(c) $15x^2 + 7x - 2$ (c)__________

(d) $5x^2 + 10x - 20$ (d)__________

(e) $4a^2 - 25b^2$ (e)__________

26. Solve each of the following for x: 26.

(a) $x - 5 + 3x = 23$ (a)__________

(b) $2(x - 3) - (x + 2) = 2$ (b)__________

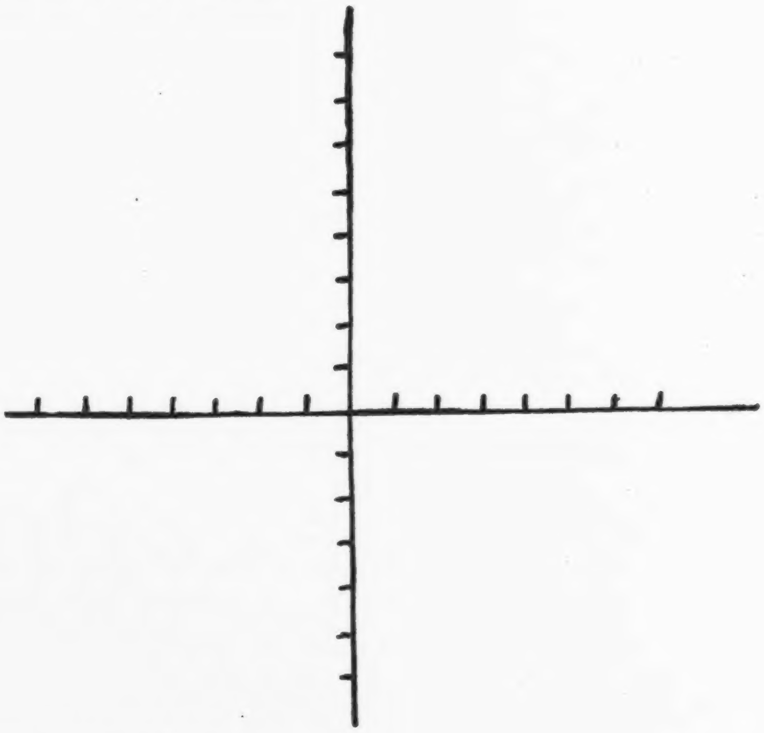
(c) $\frac{x + 5}{6} + \frac{x - 10}{x - 3} = \frac{2x + 1}{12}$ (c)__________

27. (1) Solve algebraically for x and y: 27. (1)

$2x + 3y = 10$ x = ________

$3x + 2y = 2.5$ y = ________

(2) Graph the above equations on the set of axes given.



28. Using n to represent an integer, express the following:

28.

(a) an integer divisible by 5 (a)__________

(b) 5 more than half of the given integer (b)__________

(c) an even integer (c)__________

29. Solve and check: $3x^2 + 7x - 6 = 0$ 29. Ans__________

30. (a) Add: $2\sqrt{18} + \sqrt{50}$ 30. (a)__________

(b) Multiply and simplify: $(\sqrt{8})(\sqrt{12})$ (b)__________

(c) Multiply: $(3 + \sqrt{2})(3 - \sqrt{2})$ (c)__________

(d) Simplify: $\sqrt{\frac{32}{9}}$ (d)__________

(e) Simplify: $\sqrt{(-6)^2}$ (e)__________

31. A jet plane flies twice as fast as a propeller plane. Over a route of 3000 miles the propeller plane takes 5 hours longer than the jet plane. Find the speeds of the two planes.

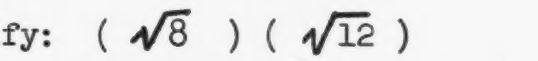
31.

Propelle[illegible]lane:______

Jet plane:__________

32. (a) Find the solution set for each of the following, and (b) graph on the number line.

(1) $5x + 3 = x + 11$ (1)__________



(2) $5x + 3 < x + 11$ (2)__________

(3) $|2x - 3| = 7$ (3)__________

33. Let $A = \{0,1,2,3,4,5\}$ and $B = \{3,4,5,6,7\}$ 33.

Find (a) $A \cup B$ and (b) $A \cap B$ (a)__________

(b)__________

34. Suppose that $C = \{0,1,2\}$. List the subsets of C. 34.Ans__________

35. In the following equalities, the letters x, y, and z hold places for numerals. Give replacements for x, y, and z to obtain true statements and name the principle of the number system illustrated (such as the Commutative Principle for Addition, etc.).

(a) $13 \cdot (x + 4) = 13 \cdot 11 + 13 \cdot 4$ (a) $x =$__________
Principle:

(b) $(7 \cdot x) \cdot 3\frac{1}{2} = 7 \cdot (5 \cdot 3\frac{1}{2})$ (b) $x =$__________
Principle:

(c) $(13 + 5) + x = 13 + 5$ (c) $x =$__________
Principle:

36. Write 3457 as a base 8 number. 36.Ans__________

37. Add 134_5 and 211_5. 37.Ans__________

38. If $\frac{a}{b} = c$, label each of the following statements true or false. 38.

(a) If $a = 0$ and $b = 0$, then $c = 1$. (a)__________

(b) If $a = 0$ and $b \neq 0$, then $c = 0$. (b)__________

(c) If $a \neq 0$ and $b = 0$, then $c = 0$. (c)__________

39. Let $G = \{(x,y) \mid x \in R \text{ and } y \in R,\ x \geq 0 \text{ and } y \leq 0\}$
(R is the set of real numbers)

(a) Describe the graph of G.

(a)Ans____

(b) Which of the following is true or false?

(1) $(5,-2) \in G$ (1)__________

(2) $(0,0) \in G$ (2)__________

(3) $(175,6) \in G$ (3)__________

(4) $(-110,29) \in G$ (4)__________

(5) $(-12,-370) \in G$ (5)__________

Mathematics A Exam

Name ______________________________ Date ____________________

Answer all questions on this examination in the appropriate spaces or on the graph paper provided. Show all work neatly.

1. Using a,b,c...to represent elements of the set of real numbers, write an equation to illustrate each of the following:

   a) The Associative Property of Addition
   b) The Transitive Property of Equality
   c) The Distributive Property of Multiplication over Addition

2. For what value or values of x are the following statements true in the number system indicated:

   a) $-x > 4$ Natural Numbers

   b) $2x^{-2} = \frac{1}{8}$ Integers

   c) $|x| = -x$ Real Numbers

   d) $1^x = 1$ Integers

   e) $(x^2-2x)(x+3) = 0$ Real Numbers

   f) $x^2 - 16 = 0$ Real Numbers

   g) $\frac{x+2}{x} > 1$ Integers

   h) $\sqrt{x^2 - 9} \geq 0$ Real Numbers

3. How is a related to b if $ac < bc$ and $c < 0$?

4. What must be true about a and b given that:

   a) $a + b = -(|a| + |b|)$

   b) $a + b = 0$

   c) $a \cdot b = 1$

5. Find the solution set and graph on the number line:

   a) $|2x - 3| \leq 5$

   b) $3 - 2x \geq -1$ and $x - \frac{x}{2} > 0$

   c) $|x| = 5$ or $|x| + 2 \leq 5$

6. Solve each of the following equations for x:

a) $2[8x + 5(3 - x)] - 7 = -1$

b) $2x^2 - 11x - 6 = 0$

c) $\frac{x + 2}{5} - \frac{x - 3}{2} = 4$

7. Perform the indicated operations:

a) $\frac{4x - 7}{x^2 - 3x + 2} - \frac{3}{x-1}$

b) $\frac{4 - y^2}{14x} \cdot \frac{7x}{2-y}$

c) $(a^{-1} - b^0) \div (a - 1)$

d) $\frac{6x^3y^2 - 10xy + 2}{2xy}$

e) $(x - 2)(2x + 3)^2$

8. Factor each of the following:

a) $12x^6 - 3y^2$

b) $x^3 - x^2 + x - 1$

c) $8x^2 + 14x - 15$

d) $x^2 + 4x + 4 - p^2$

9. Given a triangle with vertices at A(1,4) B(0,0) and C(5,3):

a) Prove that the given triangle is a right triangle.

b) Find the midpoint of side AC

c) Write the equation of the line containing point C that is parallel to the side AB.

10. Solve each of the following problems:

a) Two numbers are in the ratio 4:5. If the smaller is increased by 4 and the larger is decreased by 4, their ratio becomes 13:14. Find the original numbers.

b) A bus taking ABC girls home leaves at 9 A.M. and travels at an average rate of 40 mph. At 9:30 A.M. Miss Forrester discovers some luggage that has been left behind by mistake. If she leaves immediately and travels 50 mph, at what time would she overtake the bus?

c) On Wednesday after the Dartmouth weekend, 120 letters were received by ABC girls. Of this number, 30% were postmarked Hanover, N.H. How many more letters would have had to be received from boys at Dartmouth that day in order to bring the number up to 40%?

11. Graph the following pairs of equations and inequalities:

a) $(x - 4)^2 + (y + 3)^2 = 16$ and $y = -3$

b) $y \geq |x| + 2$ and $3y - x \leq 12$

12. Graph each of the following:

a) $y = -2(x - 3)^2 + 2$

b) $\frac{x^2}{25} - \frac{y^2}{36} = 1$

13. a) Add: $\sqrt{3} + 2\sqrt{27} - 6\sqrt{\frac{1}{3}}$

b) Rationalize the denominator: $\frac{1}{\sqrt{7} - 2}$

c) Simplify: $(5\sqrt{2} - 1)^2$

14. Solve for x: $2(1 + \sqrt{x}) = 7\sqrt{x} - 4\sqrt{x}$

15. Assuming y varies inversely as $2x - 3$ and that $y = 1$ when $x = 4$, find:

a) The constant of proportionality

b) The value for y when $x = 9$

Mathematics B Exam

Name ______________________________ Date __________________________

Do the examination on this paper. Show all of your work.

1. a) Given the set of numbers $A = \left\{210, 770\right\}$, find the set of prime factors common to the members of A.

   b) Find the greatest common divisor of 210 and 770.

2. Give an illustration of (a) the symmetric property for equalities; (b) the transitive property for equalities.

   Do both of these properties hold for inequalities?
   Justify your answer by giving examples using numbers.

3. Name the property illustrated by each of the following:

   a) $2\frac{1}{2} + 5 = 5 + 2\frac{1}{2}$

   b) $(3 \cdot 2)(-7) = 3[2(-7)]$

   c) $(5 \cdot 6)\frac{1}{3} = \frac{1}{3}(5 \cdot 6)$

   d $5 \cdot (6 + 13) = 5 \cdot 6 + 5 \cdot 13$

   e) $(13 + 23) + 0 = 13 + 23$

   f) $(.6 \times 5) \times 1 = .6 \times 5$

4. Consider the set of even natural numbers.
   Is it closed under (a) addition
   (b) subtraction
   (c) multiplication
   (d) division

5. Solve each of the following equations:

   a) $\frac{1}{2} + \frac{1}{3}x = 1$

   b) $2x + 3 - 5x = x + 23$

   c) $-4(x - 5) + 2(3x + 6) = 10$

6. Insert the correct symbol ($=, <, >$) between each pair of expressions below to make a true statement.

   a) $|(7)(-4)| \ \underline{\ ?\ }\ |7| \cdot |-4|$

   b) $|(-5) + (6)| \ \underline{\ ?\ }\ |(-5)| + |6|$

   c) $|6 - 8| \ \underline{\ ?\ }\ |6| - |8|$

7. Write the correct mathematical phrase for each of the following:

   a) the sum of x and y, squared
   b) the sum of x squared and y squared

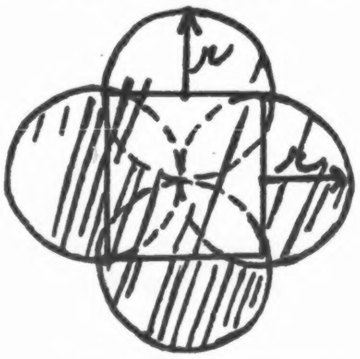
8. Subtract $-x^2 + 2x$ from the sum of $3x^2 \quad -2$ and $-5x^2 + 2x - 1$

9. Miss ABC has been saving her allowance so that she can buy some Mount Holyoke sweatshirts to take home to her younger sisters. She has $4.50 in nickels and dimes. She has three times as many nickels as dimes. How many nickels and dimes does she have?

10. Find the solution set of the following, and graph on the number line:

    a) $-5x - 6 > 19$
    b) $|x + 1| < 3$
    c) $|x - 3| > 2$
    d) $2x - 3 < 7$ and $-3x + 1 \geq -14$

11. Find the area of the given figure in factored form.



12. For each example give all values for x, y, and z that will make the statement true.

    a) $\frac{4z}{2z} = 2$
    b) $|x| \geq x$
    c) $-(y - x) = -x - y$
    d) $15x - [16x - (11x + 3)] = 10x - 3$
    e) If $x < y$ and $z < 0$, then $xz < yz$
    f) If $x < y$ and $z > 0$, then $xz > yz$

13. Mr. France can run three times as fast as Miss Masters. They started from the same spot at the same time and ran in opposite directions. The distance between them after 5 minutes was 1-1/4 miles. What distance did Mr. France run?

14. Factor completely:

    a) $7y - 21$

    b) $k^2 - 10k + 21$

    c) $16a^2 - 25b^2$

    d) $3a(2x - y) + 2b(2x - y)$

    e) $12s^2 + 22s + 6$

15. Simplify:

a) $\frac{36xy^3z^3}{\frac{1}{4}y^2z^2}$

b) $\frac{7x^5}{x^{-3}}$

c) $\frac{3x^2y^3 - 6xy^4 + 4x^4y}{-3x^2y^2}$

d) $\frac{4x^5 - x^4 + x^2 - 2}{x - 1}$

e) $3^0(2n - 7)$

f) $(2x - 1)(3x + 4)$

g) $(x + 2y - z)(x - y + 2z)$

16. The largest math class at Mount Holyoke this summer has one more girl than three times the smallest class. If the two classes were combined they would contain a number of students which, if multiplied by 4, would be two less than the total number of girls in the program. (There are 70 of you!) How many girls are in the smallest math class?

17. Solve: a) $x^2 = x + 12$

b) $3x^2 = 12x$

18. Find three consecutive integers such that ten times the second integer plus three times the third integer is 72 more than six times the first integer.

19. Mr. Grenier, the proprietor of Glessie's, wishes to mix caramels selling at $.95 a pound with 32 pounds of creams selling at $1.10 a pound. If he wishes to sell the resulting mixture for $1.00 a pound, how many pounds of caramels should he use in the mixture?

Mathematics Final Examination

(Pre-Algebra)

DIRECTIONS: You have two hours for this examination. Answer all questions on this paper.

1. Indicate whether the following are true or false.

______a. There are many names for the same number.

______b. $\frac{1}{10^2} = .001$

______c. $8 \times 0 = 8$

______d. $\frac{9}{15} = \frac{3}{5}$

______e. There are decimals which do not represent rational numbers.

______f. The sum of two natural numbers is never zero.

______g. $.01 > 0.1$

______h. $19 + \frac{43}{43} = 19$

______i. Every rational number can be represented as a repeating decimal.

______j. $3^3 < 4^2$

______k. $\sqrt{2}$ is an irrational number.

______l. $(-3) - (-3) = 0$

______m. 1 is the smallest whole number.

______n. $5\% = .005$

______o. 1 is not a prime number.

2. Use the mathematical symbols $=$, $<$, or $>$ to make the following statements true.

a. 9.9 ____ 9.09

b. 1.8 ____ 7

c. $2(3 + 1)$ ____ 8

d. $\frac{1}{7} + \frac{1}{7}$ ____ $\frac{2}{14}$

e. $3\frac{1}{4}$ ____ 3.50

f. 2^4 ____ 4^2

3. Find a simpler numeral for each of the following numbers:

a. $\frac{8 + 7}{5} =$

e. $(-15) + (-17) =$

b. $5(3-7) =$

c. 30% of 40 =

d. $.3(4 + .2) =$

f. $(-50)^0(-25) =$

g. $\frac{1}{3} \div \frac{2}{3} =$

h. $(-45) \div 3 =$

4. Arrange the following numbers in order of size from the smallest to the largest:

   $\frac{1}{3}, \frac{1}{8}, \frac{1}{12}, \frac{1}{17}, \frac{1}{4}, \frac{1}{10}, \frac{1}{9}, \frac{1}{13}, \frac{1}{40},$

5. Write the number represented by the expanded form:

   a. $(5 \times 10^2) + (3 \times 10) + 7 =$

   b. $(3 \times 10^5) + (6 \times 10^4) + (0 \times 10^3) + (8 \times 10^2) + (4 \times 10) + 5 =$

6. Write the following in expanded form:

   a. 6,284 =

   b. 20,202 =

7. Write one fraction for the sum of the rational numbers:

   a. $\frac{3}{8} + \frac{7}{18} =$

   b. $\frac{10}{13} + \frac{5}{17} =$

8. If 0.0625 is the decimal for the rational number $\frac{1}{16}$, what is the decimal for $\frac{3}{16}$?

9. Express $\frac{3}{7}$ as a repeating decimal.

10. Circle the numerals below that represent prime numbers:

    2, 3, 9, 23, 31, 33, 69, 72, 93, 97, 1001

11. State the mathematical law which applies to the following:

    a. $(7 + 3) + 5 = 7 + (3 + 5)$

    b. $7 + (3 + 5) = (3 + 5) + 7$

    c. $32 \times 1 = 32$

    d. $50 \times (17 \times 2) = (17 \times 2) \times 50$

    e. $47 \times 0 = 0$

    f. $(17 \times 2) \times 50 = 17 \times (2 \times 50)$

    g. $50(8 + 12) = 50 \times 8 + 50 \times 12$

12. Find the greatest common divisor of 77 and 91.

13. Find the least common multiple of 55 and 33.

14. Reduce to lowest terms:

a. $\frac{10}{24} =$

b. $\frac{24}{39} =$

15. Compute:

a. $\frac{3}{5} + \frac{0}{11} =$

b. $\frac{3}{5} \cdot \frac{13}{13} =$

c. $\frac{17}{83} \cdot \frac{0}{15} =$

16. A number is doubled and 3 is added to the product, the result is 19. Find the original number.

17. $A = \{1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25\}$

$B = \{0, 1, 4, 9, 16, 25, 36, 49\}$

Find:

a. $A \cap B =$

b. $A \cup B =$

18. Solve the following equations:

a. $4x = 32$

b. $x + 5 = 3$

c. $\frac{x}{3} = -1$

d. $x - 4 = 5$

e. $2x - 4 = 10$

f. $-3x + 2 = 11$

19. Four oranges cost 14 ¢. At that price what will 2-1/2 doz. cost?

20. If 1/2 of a number is added to itself, the sum is 12. What is the number?